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ABSTRACT

Demographic characteristics and ethnic isolation of Mexican American students and staff in the Southwest are examined in terms of size and distribution of Mexican American enrollment, ethnic isolation of Mexican American pupils (by school and district), size and assignment of school staff, and school district administrators and school board members. Three basic findings were derived from this study: that (1) Mexican American public school pupils are severely isolated by school district and by schools within individual districts; (2) Mexican Americans are underrepresented on school and district professional staffs and boards of education; and (3) the majority of Mexican American staff and school board members are found in predominately Mexican American schools or districts. It was also found that (1) a considerable proportion of Mexican American students in the Southwest attend ethnically imbalanced schools; (2) the extent of ethnic imbalance does not differ sharply among New Mexico, Texas, California, Colorado, and Arizona schools; (3) 4 of the largest districts in the Southwest (Los Angeles, Denver, Albuquerque, and Tucson) account for a significant percentage of Mexican American students who are in schools having disproportionately high Mexican American enrollments; (4) although these large districts account for much of the imbalance, ethnic imbalance is not necessarily contingent on district size; and (5) the extent of imbalance is not influenced by the ethnic composition of the district. Included are 16 tables and 12 figures. (MJB)

REPORT I: ETHNIC ISOLATION OF MEXICAN AMERICANS IN THE PUBLIC SCHOOLS OF THE SOUTHWEST

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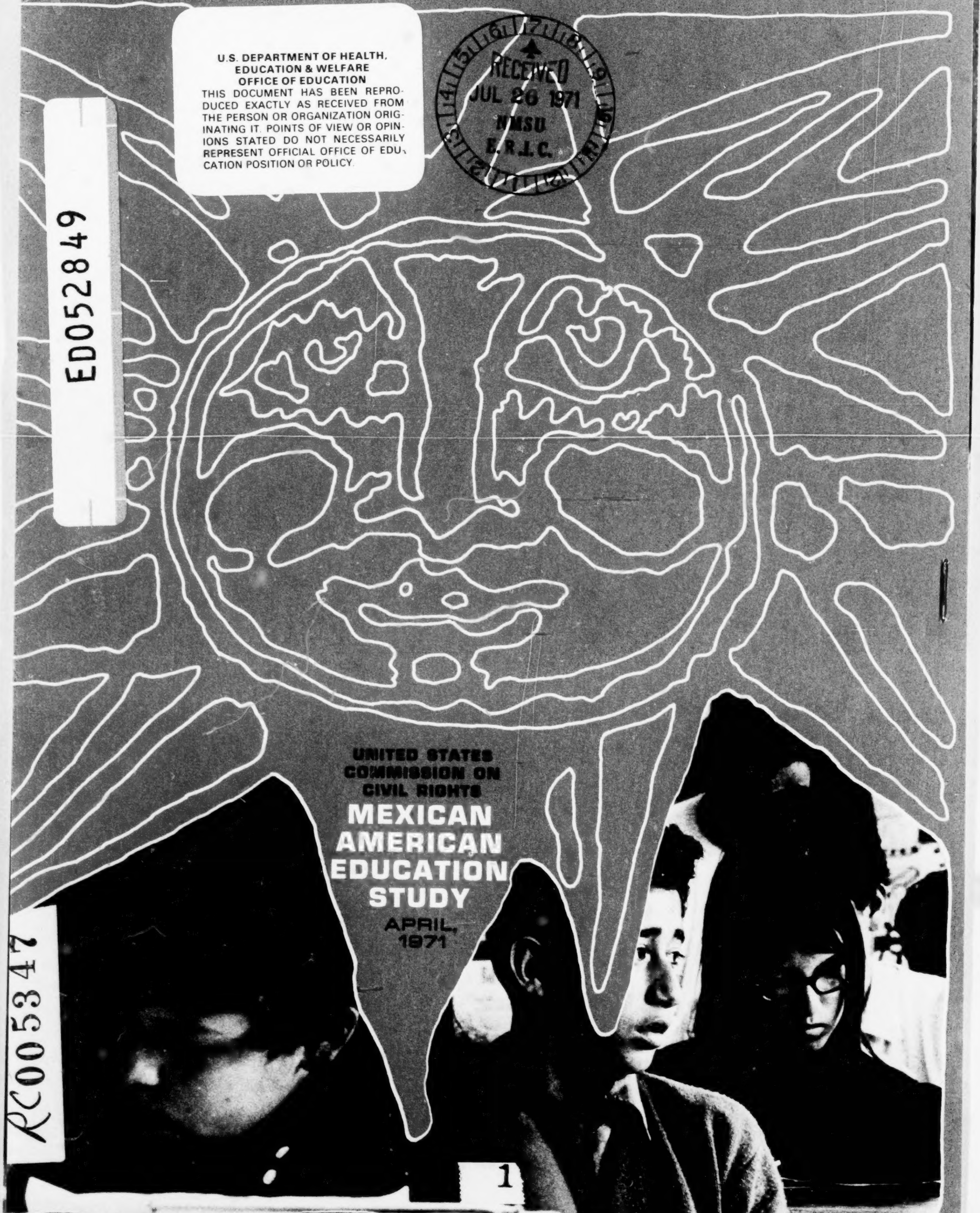

UNITED STATES
COMMISSION ON
CIVIL RIGHTS

MEXICAN AMERICAN EDUCATION STUDY

APRIL,
1971

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Investigate complaints alleging that citizens are being deprived of their right to vote by reason of their race, color, religion, or national origin, or by reason of fraudulent practices;

Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution;

Appraise Federal laws and policies with respect to equal protection of the laws:

Serve as a national clearinghouse for information in respect to denials of equal protection of the laws; and

Submit reports, findings, and recommendations to the President and the Congress.

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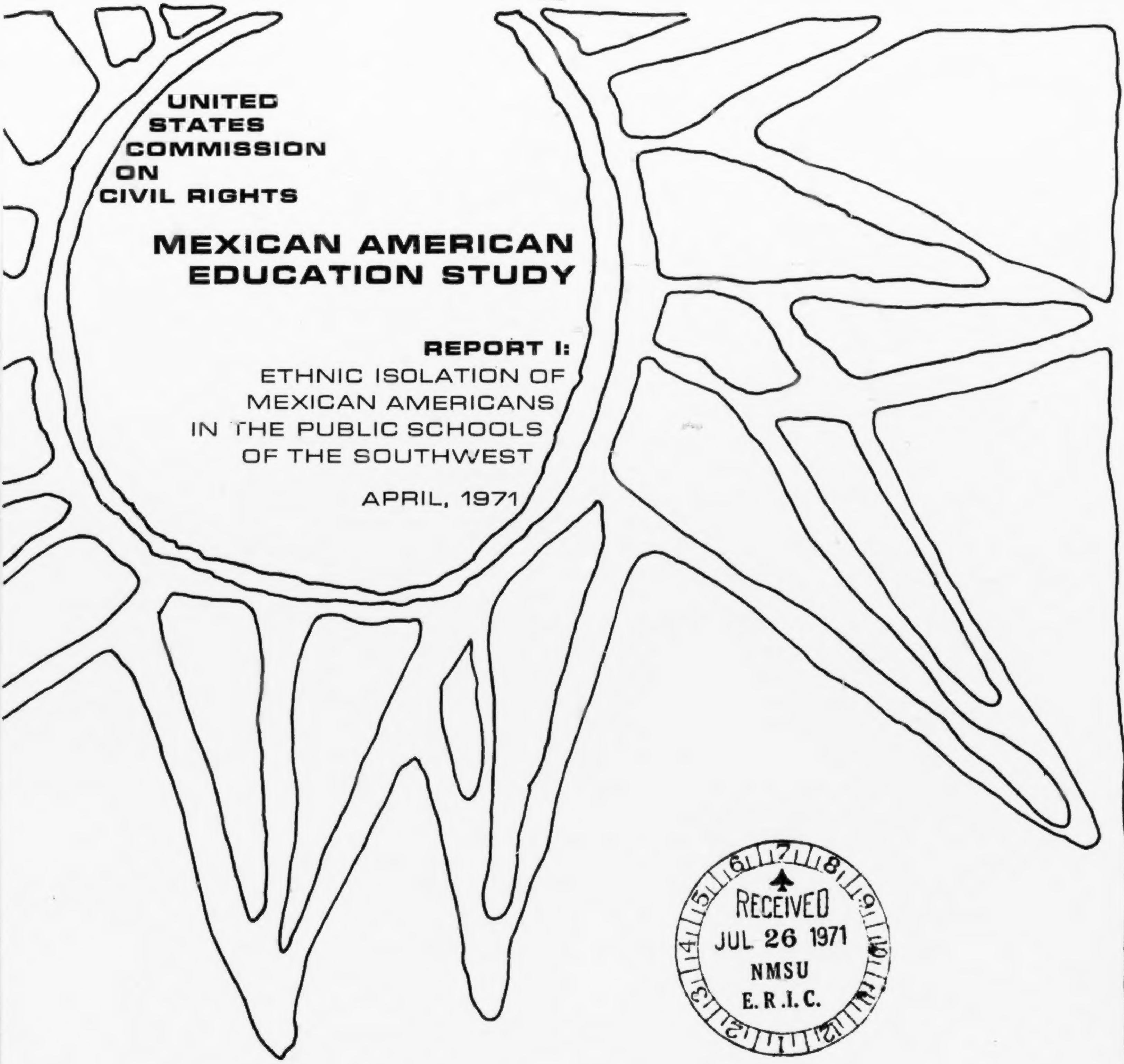

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REPORT I:

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LETTER OF TRANSMITTAL

U.S. COMMISSION ON CIVIL RIGHTS
Washington, D.C.
April 1970

TO: THE PRESIDENT
THE PRESIDENT OF THE SENATE
THE SPEAKER OF THE HOUSE OF REPRESENTATIVES

Sirs:

The Commission on Civil Rights presents to you this report pursuant to Public Law 85-315, as amended.

This report deals with the extent of ethnic isolation of Mexican Americans in the public schools of the Southwest. Based on data gathered by the Department of Health, Education, and Welfare in its 1968 survey pursuant to Title VI of the Civil Rights Act of 1964 and information collected by this Commission through its own 1969 survey, the report sets forth in detail the extent to which Mexican American students in the States of Arizona, California, Colorado, New Mexico, and Texas attend school in isolation from Anglo students. This report also describes the participation of Mexican Americans in the education process as principals, teachers, and in other official school capacities, and sets forth the extent to which they are isolated from their Anglo counterparts. We believe the facts presented concerning the extent of ethnic isolation in the public schools of the Southwest give cause for national concern.

The report deals with a subject about which little is currently known. Further, we believe the report can be of help to Federal, State, and local officials, as well as to all Americans concerned with problems of equal opportunity, and we wish to make the report available to them before the start of the coming school year. In addition, national attention is currently focused on the educational problems of Mexican Americans and the Commission is anxious that its report contribute to the public dialogue.

We urge your consideration of the facts presented in this report.

Respectfully,

Rev. Theodore M. Hesburgh, C.S.C., *Chairman*
Stephen Horn, *Vice Chairman*
Frankie M. Freeman
Maurice B. Mitchell
Robert S. Rankin
Manuel Ruiz, Jr.

Howard A. Glickstein, *Staff Director*

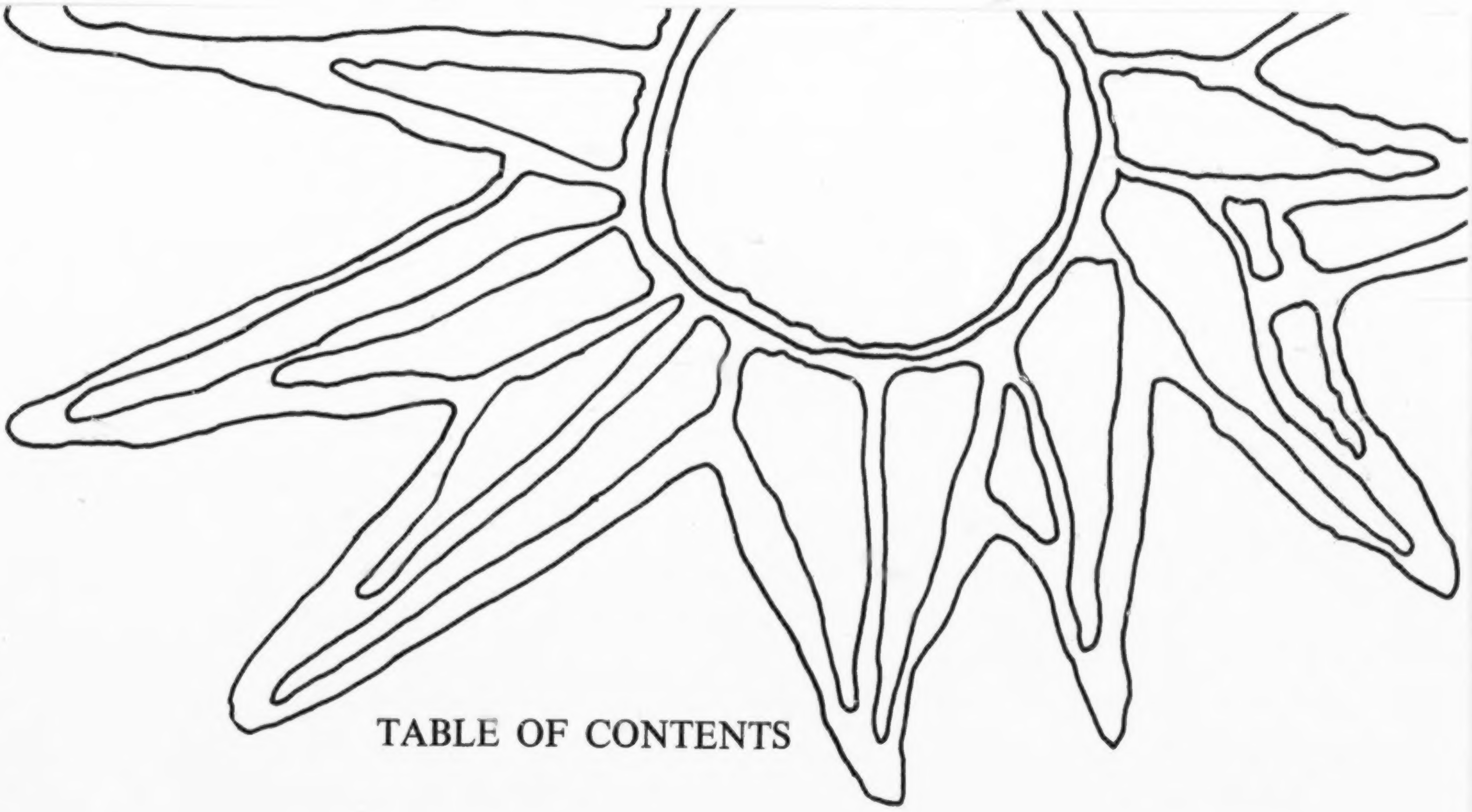

TABLE OF CONTENTS

Page

Preface 7

Introduction 11

Chapter I. Size and Distribution of the Mexican American Enrollment 15
- A. Spanish Surnamed Enrollment—A National View 15
- B. Mexican American Enrollment in the Southwest 16

Chapter II. Ethnic Isolation of Mexican American Pupils by School and District 21
- A. Isolation by School District 21
- B. Isolation by School 25
- C. The Relationship Between School and District Ethnic Composition 29

Chapter III. Size and Assignment of School Staff 41
- A. Teachers 41
- B. Principals 45
- C. Other Full-Time School Staff 47

Chapter IV. School District Administrators and School Board Members 53
- A. Professional Personnel at the District Level 53
- B. Members of Boards of Education 55

Summary and Conclusions 59

Appendices 65

7

LIST OF TABLES

Page

Table 1 Spanish Surnamed Enrollment in Public Schools by Region and State ... 16

Table 2 Ethnic Composition of Enrollment in the Southwest ... 17

Table 3 Number and Percent of Enrollment by Ethnic Group and School Level: The Southwest ... 18

Table 4 Regional Concentration of Mexican Americans Within States ... 19

Table 5 Mexican American Pupils in Predominantly Mexican American Districts ... 22

Table 6 Ethnic Composition of Enrollment, 13 School Districts, San Antonio ... 25

Table 7 Distribution of Schools and Mexican American Enrollment by Percent of Mexican American Pupils in the Schools ... 26

Table 8 Mexican Americans in Predominantly Mexican American Schools by School Level ... 28

Table 9 Mexican American Pupils in Ethnically Balanced and Imbalanced Schools ... 30

Table 10 Number and Percent of Mexican American Pupils in Balanced and Imbalanced Schools, Harlandale Independent School District, San Antonio, Texas ... 33

Table 11 Number and Percent of Mexican American Pupils in Balanced and Imbalanced Schools, Tucson, Arizona ... 37

Table 12 Distribution of Classroom Teachers by State and Ethnic Background ... 42

Table 13 Assignment of Mexican American Teachers by Mexican American Composition of Schools ... 44

Table 14 Distribution of Principals by State and Ethnic Group ... 46

Table 15 Number and Percent of Nonteaching Full-Time Staff in the Southwest ... 48

Table 16 Employment of Mexican American School Staff by Mexican American Composition of School Enrollment in Districts 10 Percent or more Mexican American: The Southwest ... 50

LIST OF FIGURES

Page

Figure 1 Regional Concentration of Mexican American Pupils Within States 19

Figure 2 Bexar County School Districts 24

Figure 3a Distribution of Mexican American and Anglo Pupils by Percent Mexican American of School Enrollment: The Southwest 27

Figure 3b Distribution of Mexican American and Anglo Pupils by Percent Mexican American of School Enrollment: Texas 27

Figure 4 Location and Mexican American Composition of Schools in Harlandale Independent School District, San Antonio, Texas 32

Figure 5a Ethnic Composition of Elementary Schools, Tucson, Arizona 35

Figure 5b Ethnic Composition of Junior High Schools, Tucson, Arizona 36

Figure 5c Ethnic Composition of Senior High Schools, Tucson, Arizona 36

Figure 6 Comparative Representation of Teachers and Pupils 43

Figure 7 Location of Mexican American Teachers in Texas by District and School 45

Figure 8 Comparative Distribution and Representation of Mexican American Principals, Teachers, and Pupils Among Five Southwestern States 46

Figure 9 Representation of Mexican American School Staff and Students in Districts 10 Percent or more Mexican American 49

Figure 10 Proportion of Mexican American Students and Other School Staff in Predominantly Mexican American Schools: Districts 10 Percent or more Mexican American, California and Texas 51

Figure 11 Percent of Students and District Professional Staff that are Mexican American. Districts 10 Percent or more Mexican American: The Southwest 54

Figure 12 Proportion of School Board Membership that is Mexican American Compared to Enrollment that is Mexican American: Districts 10 Percent or more Mexican American 56

PREFACE

During recent years the United States Commission on Civil Rights has become increasingly aware of the acute educational deprivations faced by Mexican Americans.[1] Testimony at Commission hearings in San Francisco and San Antonio and statements at meetings of the Commission's State Advisory Committees in Los Angeles, Calif.; Clovis, N. Mex.; and Corpus Christi and Rio Grande City, Tex. have brought these problems into sharp focus. This information points to the fact that a growing number of Mexican Americans, particularly in the Southwest,[2] are dissatisfied with the quality of education afforded them and are seeking changes in educational institutions which will ensure them equal educational opportunity.

A number of studies have been conducted concerning the education of Mexican Americans. Most of these works have been limited in scope, either in terms of the aspects of education which they have examined or in the school population they have encompassed. The basic factors concerning equal educational opportunities for the majority of Mexican Americans remain virtually unexplored.

The main purpose of the Commission's Mexican American Education Study is to make a comprehensive assessment of the nature and extent of these opportunities for Mexican Americans in the public schools of the Southwest. To accomplish this goal this study has been designed to answer three basic questions:

1. What current *practices* in Southwestern schools appear significantly to affect educational opportunities for Mexican Americans?
2. What current *conditions* in Southwestern schools appear significantly to affect educational opportunities for Mexican Americans?
3. What are the significant relationships between practices and conditions and the educational *outcomes* for Mexican Americans?

A secondary objective of the Mexican American Education Study is to awaken educators to the effects of their programs on the performance of students of individual ethnic groups.

SOURCES OF INFORMATION

This report draws its information from two major sources: the Commission's Spring 1969 mail survey of Mexican American education in the Southwest and the Commission's tabulations of the Fall 1968 Elementary and Secondary School Survey conducted by the U.S. Department of Health, Education, and Welfare (HEW) under Title VI of the Civil Rights Act of 1964.[3]

In the HEW survey, questionnaires were sent to a random, stratified sample of school districts throughout the continental United States.[4] These questionnaires sought information on the ethnic background of all pupils and staff in every school in these districts. The rate at which districts were sampled was determined by the size of the enrollment of the school districts in the 1967–68 school year as follows:

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[1] In this report, the term Mexican American refers to persons who were born in Mexico and now hold United States citizenship or whose parents or more remote ancestors immigrated to the United States from Mexico. It also refers to persons who trace their lineage to Hispanic or Indo-Hispanic forebears who resided within Spanish or Mexican territory that is now part of the Southwestern United States.

The term Spanish surname or surnamed is used in two different respects: (1) to refer to all persons of Spanish surname in the United States, including those outside the Southwest, except when such persons are referred to specifically by national origin, i.e., Mexican American, Puerto Rican, Cuban and others, and (2) to refer to persons of Spanish surname within the Southwest when the term is used by secondary sources other than the Fall 1968 ethnic and racial survey conducted by the U. S. Department of Health, Education, and Welfare (HEW). (Most of the information in this report is based on data gathered in this survey.)

The term Anglo refers to white persons who are not Mexican American or members of other Spanish surnamed groups and is used in the same connotation as it is used in the Southwest.

[2] The Southwest includes the States of Arizona, California, Colorado, New Mexico, and Texas.

[3] These sources are hereinafter referred to as the USCCR Spring 1969 Survey and the Fall 1968 HEW Title VI Survey, respectively.

[4] Hawaii was not included in the Fall 1968 HEW Title VI Survey.

6/7

1967-68 Enrollment Size of School Districts	Percentage of Districts Sampled
3,000 or more pupils	100
1,200—2,999	75
600—1,199	50
300— 599	25
Less than 300 [5]	0

Approximately 1,200 [40 percent] of the more than 2,900 districts in the Southwest received HEW questionnaires.[6] All but three districts responded. Utilizing data from this survey, the following elements of the educational environment in the Southwest can be described: (1) the ethnic background of more than 95 percent of the pupils; (2) the ethnic composition of the schools and districts in which these pupils are found; (3) the ethnic background of the teachers and principals in these educational institutions; and (4) the ethnic composition of the schools and districts in which these staffs are located.

The Commission's Spring 1969 survey sought more extensive information on educational opportunities for Mexican Americans than that gathered by HEW. For its Spring 1969 survey, the Commission drew a subsample of districts and schools which had responded to the HEW survey. The subsample was designed to reduce the number of districts and schools included in the HEW survey and still obtain information on a sufficient number of Mexican American pupils to arrive at reasonably accurate estimates and projections for the Mexican American school population in the Southwest. The Commission survey encompassed only those districts which had a Mexican American enrollment of 10 percent or more. Within these districts, a stratified random sample of schools was also included. This survey enabled the Commission to describe many aspects of the education provided nearly 80 percent of the Mexican American pupils and about 50 percent of the total school population of the Southwest. Among them were the condition of the educational environment, the policies and practices of school and district administration, and the educational outcomes for students.

Districts—Questionnaires were mailed in the second week of April 1969 to superintendents of all 538 districts who had reported to HEW that 10 percent or more of the total district enrollment was Spanish surnamed.[7] A total of 532, or 99 percent, of the superintendents' questionnaires was returned to the Commission.[8] These forms sought information from school district offices on such items as ethnic background and education of district office professional personnel and board of education members, use of consultants and advisory committees on Mexican American educational problems, and availability of and participation in programs of in-service teacher training.[9]

Schools—In addition to the 538 district superintendents, the principals of 1,166 elementary and secondary schools located within the sample districts were sent questionnaires. The sample of schools was stratified according to the Mexican American composition of the schools' enrollment. Questionnaires mailed to individual schools requested information on such topics as staffing patterns, condition of facilities, ability grouping and tracking practices, reading achievement levels, and student and community participation in school affairs.[10] Approximately 95 percent of the schools returned the questionnaires.[11]

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[5] Only about 1.6 percent of all pupils in the Southwest are enrolled in school systems that have less than 300 students.

[6] Copies of the HEW questionnaires are reproduced in Appendix A on pp. 65–66 . . .

[7] Thirty-five districts with an enrollment at least 10 percent Spanish surnamed had not responded to the HEW survey at the time the subsample listing was made available to the Commission. The majority of these was in California. The Commission estimates that about 5 percent of all Mexican American students and of total pupils in the Southwest are in these 35 districts.

[8] This includes a 100 percent response from districts in Arizona. In the other States, the following school districts did not respond:
Kingsburg Joint Union Elementary—Kingsburg, Calif.
Lucia Mar Unified School District—Pismo Beach, Calif.
North Conejos School District—La Jara, Colo.
Silver City Consolidated School District No. 1—Silver City, N. Mex.
Edcouch-Elsa Independent School District—Edcouch, Tex.
Houston Independent School District—Houston, Tex.
Houston Independent School District declined to respond because it was engaged in court litigation involving the district, HEW, and the U. S. Department of Justice at the time the Commission survey was made.

[9] A copy of the superintendents' questionnaire is found in Appendix B on pp. 67–73.

[10] The principals' questionnaire is exhibited in Appendix C on pp. 75–89.,

[11] Thirty-three [or 60 percent] of the 56 schools that did not return the principals' questionnaire are in the Houston Independent School District. Had these questionnaires been returned, the response rate of the sampled schools would have been about 98 percent.

PUBLICATIONS

The results of the Commission's Mexican American Education Study are being published in a series of reports. This first report examines: (1) the size and distribution of the Mexican American enrollment, educational staff, and school board membership; (2) the extent of isolation of Mexican American students; and (3) the location of Mexican American educators in terms of the ethnic composition of schools and districts in which they are found. This report also describes the size and distribution of the Spanish surnamed enrollment throughout the United States. The major part of the information contained in this first report is based on data obtained from the Fall 1968 HEW Title VI Survey. However, data concerning school staffs (other than classroom teachers and school principals), professional personnel at the district level, and board of education members are drawn from the USCCR Spring 1969 Survey.

Future reports will make more extensive use of data from the USCCR Spring 1969 Survey. Two reports being prepared at present deal with some of the educational outcomes for Mexican American students (reading achievement, attrition, and post-high school activities), and with provisions of the schools for the unique cultural characteristics of Mexican Americans. Other reports will treat such topics as:

Conditions of facilities
Some aspects of educational finance
Qualifications of staff (education and experience)
Student attendance
Student participation in extracurricular activities
Ability grouping and tracking
Placement in classes for the educable mentally retarded
Subject matter and grade repetitions
Discipline

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The Commission is indebted to Frank G. Knorr and Sally S. Knack, who worked under the direction of Dr. Henry M. Ramirez, Chief of the Mexican American Studies Division of the Commission's Office of Civil Rights Program and Policy, in preparing this report. The Commission is also indebted to Eunice S. Grier, Director of Research, and Martin E. Sloane, Assistant Staff Director for Civil Rights Program and Policy, who provided valuable assistance to the project. The Commission expresses appreciation to the following members of the professional staff:

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The two chief consultants to the study have been of great assistance in design, development, and conduct. They are Dr. Thomas P. Carter, professor of education and sociology at the University of Texas at El Paso and author of the recent book *Mexican Americans in School: A History of Educational Neglect* (New York. College Entrance Examination Board, 1970) and Dr. Uvaldo Palomares, president of the Institute for Personal Effectiveness in Children (IPEC) in San Diego, California, and former associate professor of educational psychology at San Diego State College. Dr. Palomares is co-author with Dr. Harold Bessell, of *Methods In Human Development: Theory Manual* (San Diego. Human Development Training Institute, 1970) and author of numerous articles, reports, and other publications on the education of the Mexican American.

From the study's inception, the Commission has also been assisted by an Advisory Committee composed of the following persons:

Rev. Henry J. Casso Formerly Executive Secretary, Bishop's Committee for the Spanish Speaking, San Antonio, Texas

Currently Educational Consultant, Mexican

---

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The Advisory Committee has been of great assistance in providing guidance in the planning and execution of the study. Sole responsibility for the views expressed and accuracy of the material contained in this and subsequent reports, however, rests with the Commission.

In addition, numerous educators from all parts of the country, many of whom are leaders in the Mexican American community, provided assistance in the development and review of the study design and survey questionnaires. State superintendents of education in all five Southwestern States and executive directors of school administrators' associations in several of the States encouraged full cooperation of superintendents and principals through formal letters and newsletters. Finally, appreciation is expressed to all superintendents, principals, and other district and school staffs who cooperated so fully in providing the Commission with the information desired for its study and to the U.S. Department of Health, Education, and Welfare for making available the data gathered in its Fall 1968 Title VI Survey.

INTRODUCTION

The Southwest has had a long history of ethnic isolation and segregation of Mexican Americans from the remainder of its society. Although segregation probably never has been required by statute in any of the five Southwestern States, it has been practiced not only in the schools of the region, but in other aspects of life as well.[12]

A Segregated Society—Typically, according to several students of the subject, the ethnically mixed community in the Southwest has consisted of a hierarchy with Anglos on the top and Mexican Americans on the bottom. One scholar, who reviewed the literature of the past 40 years on Mexican Americans in California, described this State as having "a caste-like social structure . . . in which Anglos have always been on top of the hierarchy and the Mexican Americans [have been] isolated on the bottom."[13] Prior to the Second World War, according to another authority, Mexican Americans in Southern California were frequently refused housing in Anglo neighborhoods, excluded from certain public facilities such as restaurants and swimming pools, and denied employment because of their ethnic background.[14]

In Texas, Mexican Americans have traditionally been even more deliberately segregated from the Anglo world than elsewhere in the Southwest. Writing about the Corpus Christi area [Nueces County] in the early 1930's, one author found that restrictive covenants in deeds frequently prohibited the sale of property to Mexican Americans in the Anglo sections of the city.[15] Employment for most Mexican Americans in this part of the State was limited to manual labor in the cotton fields.[16] Unequal service often was provided them in restaurants and stores. Thus, Anglo employees in a drugstore in Seguin, Tex. made distinctions in the service offered Anglo, Negro, and Mexican American customers. In the words of an Anglo clerk: "We serve Mexicans at the fountain but not at the tables. We have got to make some distinction between them and the white people. The Negroes we serve only cones."[17]

In more recent times the segregated pattern of living has continued to persist in south Texas communities. As late as 1961, one scholar described these communities as:

> **. . . populated by both Anglos and Mexican Americans who live in separated residential districts divided by a highway or railroad tracks. Anglo isolation from the Mexican American is not only spatial but social. Virtually the only relationship between the two ethnic groups is economic. . . . The predominant relationship . . . is that of an employer to an unskilled employee.**[18]

In Arizona there is also evidence to indicate that the Anglo community has viewed itself as racially and economically superior to the Mexican American. For example, an Arizona newspaper in the 1930's referred to the situation as follows:

> **. . . the Arizona Mexicans have been segregated from the more fortunate Arizonans, both as strangers belonging to an alien race of conquered Indians, and as persons whose enforced status in the lowest economic levels make them less admirable than other people.**[19]

Segregation in the Schools—Although detailed statements of an historical nature are not available documenting the extent of past segregation in the schools of the Southwest, several authors have referred to its presence. In Nueces County in the 1930's, reasons given by school officials for segregation of Mexican Americans can be grouped into two categories: those asserting that the association was undesirable from the Anglo's viewpoint and those claiming that separation was to the advantage of the Mexican American. A Nueces County school board member, a farmer, declared, "I don't believe in mixing. They are filthy and lousy—not all, but most of them."[20] And another school official admitted, "We segregate for the same reason that southerners (sic) segregate the Negro. They are an inferior race, that is all. . . ."[21] Others felt that the Mexican Americans' poor attendance and lag in learning impeded the educational progress of the Anglo child. Some Anglos in Nueces County maintained that segregation would protect the Mexican Americans from the hazing they would receive from the Anglo children.

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[12] In California, however, legality of segregation by school was implied. Under a law enacted in 1885 and amended in 1893, it was possible to segregate Indians and Mongolians in California public schools. To many Anglo administrators, this included Mexican Americans. Cooke, Henry W., "The Segregation of Mexican American School Children in Southern California," *School and Society,* Vol. 67, No. 1745, June 5, 1948, p. 417.

[13] Parsons, Theodore W., Jr., *Ethnic Cleavage in a California School,* unpublished Ph.D. Dissertation. Stanford University, 1965, pp. 6-7.

[14] Cooke, *op. cit.,* pp. 418-419.

[15] Taylor, Paul S., *An American Mexican Frontier,* Chapel Hill, The University of North Carolina Press, 1934, p. 226.

[16] *Ibid.,* pp. 100-115.

[17] *Ibid.,* p. 250.

[18] Madsen, William, *Society and Health in the Lower Rio Grande,* Hogg Foundation for Mental Health, University of Texas Press, Austin, 1961, p. 6.

[19] Quoted in McWilliams, Carey, *North From Mexico,* Greenwood Press, Westport, Conn., 1948, p. 41.

> **The white child looks on the Mexican as [Southerners looked] on the Negro before the war, to be cuffed about, and used as inferior people. If you can segregate a few grades until they learn they are not inferior (except socially), then you can put them together. . . . If [segregated in the early grades] they will learn to take their places as whites and citizens.**[22]

Still other Anglo residents of Nueces County alleged that Mexican Americans desired to attend their own segregated schools, and they would do better in schools with their own kind.[23]

In other areas of the Southwest during the 1930's and 1940's the separation of Mexican American from Anglo pupils was justified on the grounds that Mexican Americans were the ones who benefited from the practice. Therefore, Mexican American children were isolated until such a time as they were considered to have overcome their "English language handicap" and to have become "adjusted" [Americanized].[24] Other less "benevolent" reasons for separation were: (1) the reputed irregular attendance of Mexican American children (2) their different social habits and (3) their poor health.[25]

Pre-Second World War data suggest that school segregation of Mexican American students could best be understood in terms of Anglo controlled school boards carrying out the will of the majority society. Thus, school board members consciously and purposefully established school attendance areas in order to segregate Mexican Americans from Anglos.[26]

Texas law separated black and white pupils and, although Mexican American children were legally classified as whites, school board policy and practice generally separated them from Anglo children.[27] Furthermore, even though Texas has a compulsory attendance law, the usual board policy in most districts was not to enforce the attendance of Mexican American children, particularly when this meant large numbers of them would attend schools with Anglos. One school authority in Nueces County stated:

> **The trustees say, 'We have too many Mexicans [in school] now. Don't build up the Mexican enrollment'.**

Another said:

> **If I tried to enforce the compulsory education law, the board would get sore at me. . . . If I got 150 Mexicans [into] school, I would be out of a job.**

A third indicated:

> **We have absentee owners and they are not interested and the Mexicans are not interested, so we let the law slide.**[28]

In California, board policy to achieve segregation was usually more subtle. According to one authority:

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[20] Taylor, *op. cit.*, p. 217.

[21] *Ibid.*, p. 219.

[22] *Ibid.*, p. 220.

[23] *Ibid.*, p. 221.

[24] Carter, Thomas P., *Mexican Americans in School: A History of Educational Neglect*, College Entrance Examination Board, New York, 1970, p. 67. See also Armour, Basil, "Problems in the Education of the Mexican Child," *The Texas Outlook*, Vol. 16, December 1932, p. 29, and Bogardus, Emory, "Second Generation Mexicans," *Sociology and Social Research*, Vol. 13, January-February 1929, p. 282.

[25] Strickland, V. E., and Sanchez, G. I., "Spanish Name Spells Discrimination," *The Nation's Schools*, Vol. 41, No. 1, January 1948, p. 22.

[26] Members of boards of education are considered representatives of the State, and, within the limits of law, have broad discretionary powers in the government of local school districts. As agents of the State, their decisions and actions constitute State action and carry the force of law. Consequently, although segregation of Mexican Americans has never been legally required by statute, it has carried the force of law in those school districts in which the school board has prescribed attendance areas purposefully to segregate this minority.

[27] Taylor, *op. cit.*, p. 215.

[28] *Ibid.*, p. 194.

> **[It] sometimes takes the form of an action by a school board providing that all students of a named ethnic group be registered in a given school. In other instances a school board approves the drawing of zone boundaries in such a way as to throw all families of a given ethnic group into homogeneous areas. When neither of these two methods seems feasible, a policy of transfer of students from zone to zone brings about the same result.**[29]

The Extent of School Segregation—While there is substantial evidence that Mexican American students were often segregated, until quite recently there was little information which described the extent of the segregation. In Texas, a few studies in the past looked at the extent to which segregation of Mexican Americans was practiced at different grade levels.[30] Wilson Little studied the segregation of Mexican Americans in 122 widely dispersed school districts of Texas. He found that 50 percent of these districts segregated Mexican Americans through the sixth grade or above and more than 17 percent [about one in six] separated them through the eighth grade or higher. In contrast, less than one district in 10 segregated Mexican Americans only through the first 2 years.[31] At that time there was a widely held belief among school officials in Texas that Mexican American children should be taught separately from the general school population for the first 2 or 3 years, ostensibly because of language handicaps. The extensive separation of Mexican Americans in higher grade levels found by Wilson Little's study indicated that other prejudices, such as feelings that Mexican American children lacked personal cleanliness and had lower health standards, were probably the true reasons behind the segregation practices. Two other studies, both of which were performed in a small sample of districts, resulted in findings similar to those of Little.[32]

Only a small amount of information is available concerning the segregation of Mexican American educators. Evidently only a few Mexican Americans entered the teaching profession. Paul Taylor found only one Mexican American teacher in the schools of Nueces County in 1929 when Mexican Americans comprised 45 percent of the population of that county.[33]

Recent Changes in Patterns of Segregation—One of the effects of the economic and social changes brought on by the Second World War was the increased demands by Mexican Americans for a better education.[34] Those demands first reached a judicial forum in 1945 in a Federal court in Orange County, California. In *Mendez et al v. Westminster School District of Orange County et al.*, a group of Mexican American parents initiated legal action against four Orange County elementary school districts. The parents alleged that the school officials were maintaining segregation by "regulation, custom and usage" and that it existed solely for the reason that the children were of Mexican or Latin American descent. They further claimed that the school officials' conduct sought to injure plaintiffs in the exercise of their constitutional rights to due process and equal protection of the law guaranteed under the fifth and 14th amendments. In its judgment, the court, citing the evils of segregation and the merits of commingling of the entire student body, ruled in favor of the parents and enjoined the school districts from segregating. When appealed, the decision was upheld by a higher court in 1947.[35]

In 1948, legal action was taken to end the segregation of Mexican Americans in the schools of Texas. In *Delgado v. The Bastrop Independent School District,* the Federal court ruled that segregation of Mexican American children was illegal. This decision, like that in California, was based on constitutional guarantees.[36] These two cases, together with others filed in the 1950's, established the illegality of purposefully maintaining segregated schools for Mexican Americans.[37]

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[29] Cooke, *loc. cit.*, p. 417.

[30] Taylor provides incomplete statistics concerning the isolation of Mexican Americans in Nueces County schools. See *op. cit.*, p. 215.

[31] Little, Wilson, *Spanish-Speaking Children in Texas*, University of Texas Press, Austin, 1944, p. 60.

[32] See Strickland and Sanchez, *loc. cit.*, p. 22, and Armour *loc. cit.*, p. 29.

[33] Taylor, *op. cit.*, p. 29.

[34] Carter, *op. cit.*, p. 69.

[35] *Mendez v. Westminster School District of Orange County*, 64 F. Supp. 544, affirmed 161 F. 2d 774 (9th Cir. 1947).

[36] *Delgado v. The Bastrop Independent School District,* Civ. No. 388 (D.C. W.D. Tex. (1948).

[37] See *Gonzales v. Sheely*, 96 F. Supp. 1004 (D. C. Ariz. 1951); *Romero v. Weakley* 226 F. 2d 399 (9th Cir. (1955)); and *Hernandez v. Driscoll*, Civ. No. 1384, (D.C. S.D. Tex. (1957)) 2 Race Relations Law Reporter 329 (1957).

However, as a very recent court decision has shown, the practice of segregating Mexican Americans still continues. On June 4, 1970, U.S. District Judge Woodrow Seals, acting on a 2-year-old suit filed by 32 Mexican American families for their 96 children, ruled that the Corpus Christi Independent School District was operating a dual school system. Judge Seals found that the various practices of the school board to be such that as a matter of fact and law, the Corpus Christi Independent School District is a *de jure* [legal] segregated school system against Mexican Americans and blacks. Judge Seals held that the *Brown v. Board of Education*[38] decision applied to Mexican Americans, that the Corpus Christi School District discriminated against Mexican American children, and ordered attorneys for the school district to submit a desegregation plan.[39]

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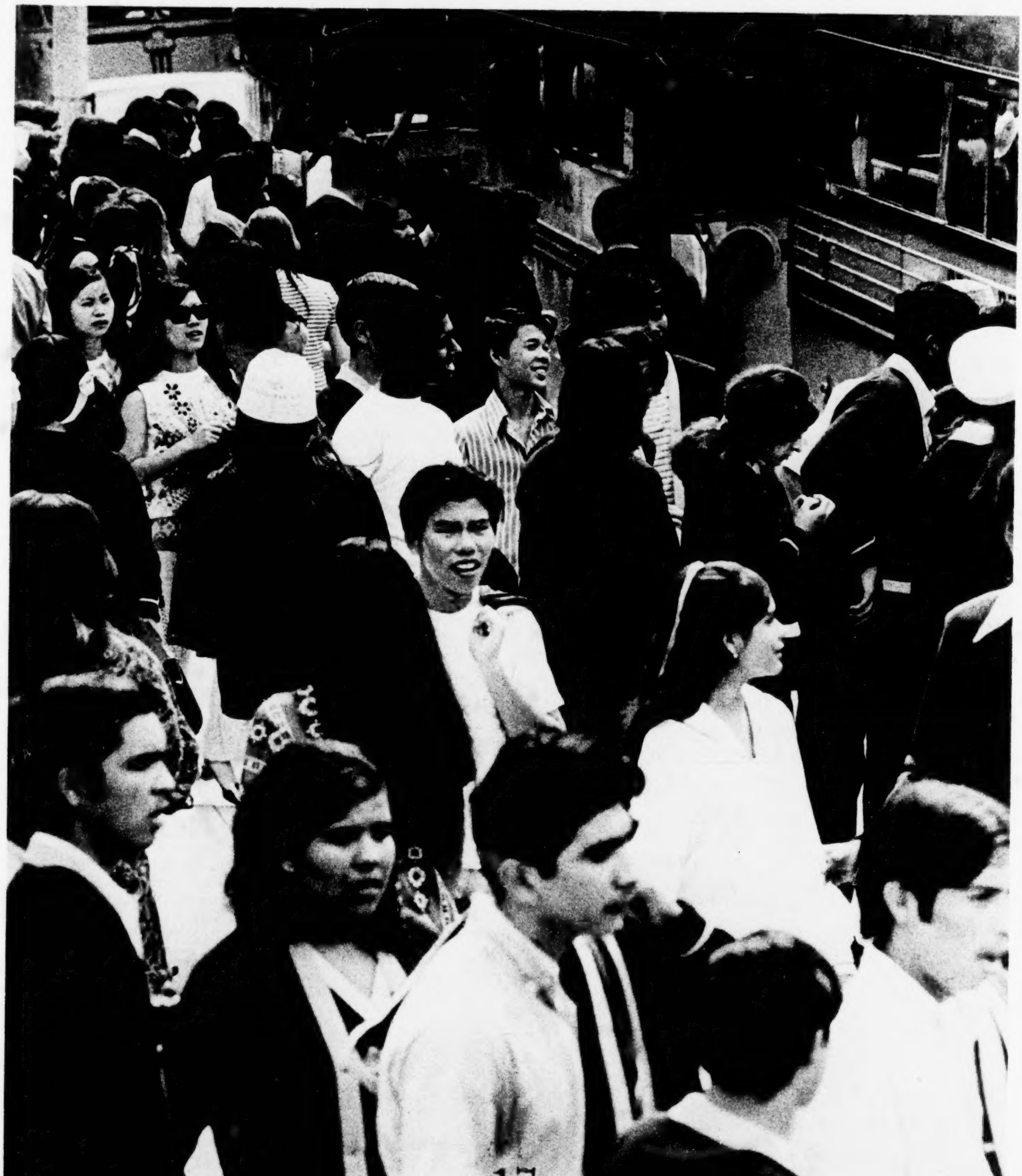
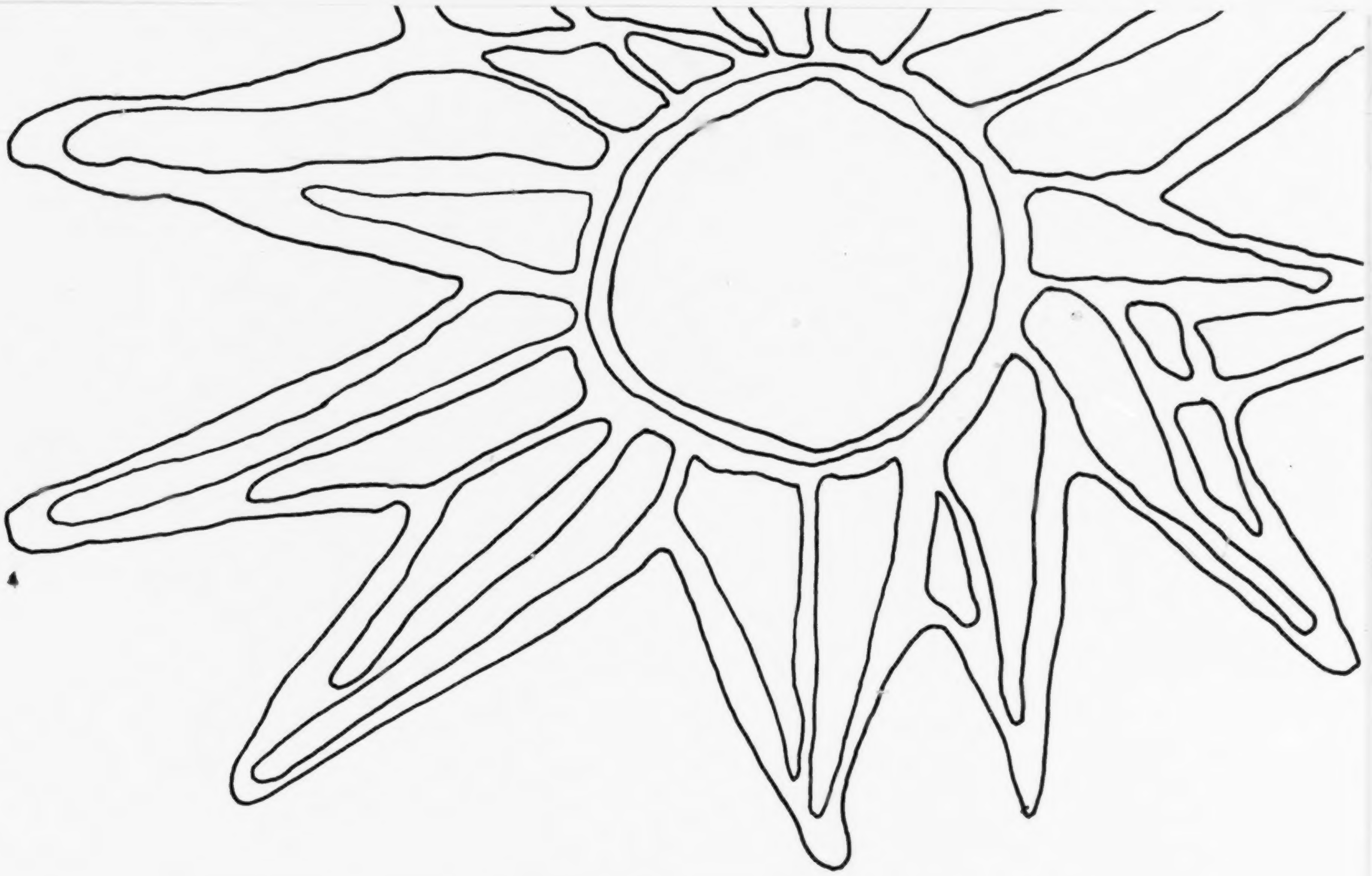
[38] 347 U.S. 483 (1954). This was the landmark Supreme Court decision holding unconstitutional State laws that segregate students on the basis of race.

[39] *Cisneros v. Corpus Christi Independent School District*, Civ. No. 68-C-95 (D.C. S.D. Tex. Corpus Christi Div. (1970)).





CHAPTER I. SIZE AND DISTRIBUTION OF THE MEXICAN AMERICAN ENROLLMENT

A. Spanish Surnamed [40] Enrollment—A National View

Slightly more than two million Spanish surnamed pupils attend public elementary and secondary schools in the continental United States. (See Table 1.) They comprise 4.6 percent of the Nation's total enrollment in public schools and 23.1 percent of the entire minority[41] enrollment. Approximately 1.4 million, or about 70 percent of the Spanish surnamed pupils, attend public schools [42] in the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas.[43]

The rest are concentrated in the Northeast and North Central States with smaller but sizable enrollments in Florida and several Western States.[44]

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[40] At this point, it is necessary to speak in terms of Spanish surnamed pupils rather than Mexican American pupils, since enrollment figures on a national scale do not distinguish Mexican Americans from other pupils of Spanish surname. Limited data available from the U. S. Bureau of the Census suggest that more than one-half of the Spanish surnamed population is Mexican American in all geographic regions of the United States except the Northeast and most of the South.

[41] Minority enrollment includes black, American Indian, and Oriental pupils as well as Spanish surnamed pupils.

[42] The National Catholic Education Association (NCEA) has conducted a survey which provides information on the ethnic and racial composition of Catholic parochial and private school enrollment for the 1969-70 academic year. According to the NCEA, there are approximately 469,000 pupils in Catholic elementary and secondary schools throughout the Southwest. Of the total Catholic school enrollment, about 94,000 pupils, or nearly 20 percent, are Spanish surnamed.

[43] It is estimated that more than 95 percent of the Spanish surnamed pupils in the Southwest are Mexican Americans. This estimate is derived from a 1960 census count of persons of Spanish surname who were born in Mexico (rather than another Latin American country) or who are native born of Mexican parentage.

[44] In the East North Central States, the Spanish surnamed population is probably at least 60 percent Mexican American and in the West North Central and Western States over 90 percent Mexican American. In contrast, the Spanish surnamed population of New York, New Jersey, and other Northeastern States is largely Puerto Rican, while that of Florida is predominantly Cuban.

TABLE 1.
SPANISH SURNAMED ENROLLMENT IN PUBLIC SCHOOLS BY REGION AND STATE*

(1) Region and State	(2) Total Number of Pupils**	(3) Number of Pupils of Spanish Surname**	(4) Percent That Is Spanish Surnamed Col. (3) ÷ Col. (2)
Northeast			
Connecticut	632,361	15,670	2.5
Maine	220,336	478	0.2
Massachusetts	1,097,221	8,733	0.8
New Hampshire	132,212	147	0.1
New Jersey	1,401,925	46,063	3.3
New York	3,364,090	263,799	7.8
Pennsylvania	2,296,011	11,849	0.5
Rhode Island	172,264	490	0.3
Vermont	73,570	34	0.0
Total	9,389,990	347,263	3.7
North Central			
Illinois	2,252,321	68,917	3.1
Indiana	1,210,539	13,622	1.1
Iowa	651,705	2,283	0.4
Kansas	518,733	8,219	1.6
Michigan	2,073,369	24,819	1.2
Minnesota	856,506	3,418	0.4
Missouri	954,596	1,393	0.1
Nebraska	266,342	3,722	1.4
North Dakota	115,995	230	0.2
Ohio	2,400,296	16,031	0.7
South Dakota	146,407	273	0.2
Wisconsin	942,441	7,760	0.8
Total	12,389,250	150,687	1.2
South			
Alabama	770,523	24	0.0
Arkansas	415,613	539	0.1
Delaware	123,863	245	0.2
District of Columbia	148,725	662	0.4
Florida	1,340,665	52,628	3.9
Georgia	1,001,245	1,370	0.1
Kentucky	695,611	136	0.0
Louisiana	817,000	2,111	0.3
Maryland	859,440	2,078	0.2
Mississippi	456,532	327	0.1
North Carolina	1,199,481	482	0.0
Oklahoma	543,501	3,647	0.7
South Carolina	603,542	208	0.0
Tennessee	887,469	411	0.0
Virginia	1,041,057	2,222	0.2
West Virginia	404,582	251	0.1
Total	11,308,849	67,341	0.6
Southwest			
Arizona	366,459	71,748	19.6
California	4,477,381	646,282	14.4
Colorado	519,092	71,348	13.7
New Mexico	271,040	102,994	38.0
Texas	2,510,358	505,214	20.1
Total	8,144,330	1,397,586	17.2
West			
Alaska	71,797	479	0.7
Idaho	174,472	3,338	1.9
Montana	127,059	910	0.7
Nevada	119,180	3,633	3.0
Oregon	455,141	4,502	1.0
Utah	303,152	9,839	3.2
Washington	791,260	12,692	1.6
Wyoming	79,091	4,504	5.7
Total	2,121,152	39,897	1.9
TOTAL U.S.	43,353,567	2,002,776	4.6

Source: Fall 1968 HEW Title VI Survey

*Includes enrollment information for District of Columbia. Enrollment totals for Hawaii are not available.

**Minute differences in the sum of numbers and totals are due to computer rounding.

In the Northeast, New York has by far the largest number of Spanish surnamed students. More Spanish surnamed pupils attend school in the State of New York than in any other State except California and Texas. In the North Central area, the majority are in the States of Illinois and Michigan. There are almost as many Spanish surnamed pupils in Illinois as in either Arizona or Colorado. In the Far West, in addition to California, the greatest numbers are concentrated in the States of Utah and Washington.

B. Mexican American Enrollment in the Southwest

More than eight million pupils attend public schools in the Southwest. Approximately 71 percent are Anglo, 17 percent are Mexican American, 10 percent are black, and nearly all of the remainder are Orientals and American Indians. (See Table 2.) More than 80 percent of the Mexican American students in the Southwest attend schools in California and Texas. Nearly 50 percent are in California alone.

However, Mexican Americans constitute the highest proportion of enrollment in New Mexico [38 percent]. In other words, there are fewer Anglo pupils for every Mexican American pupil in New Mexico [approximately 1.4.:1] than in the other States. In California the ratio of Anglo to Mexican American pupils is more than 5:1 and in Texas it is about 3:1.

In all five Southwestern States the percentage of pupils who are Mexican American is greater in elementary schools than in intermediate and secondary schools.[45] As shown in Table 3, the proportion of enrollment that is Mexican American decreases from 18.6 percent at the elementary level to 16.0 percent at the intermediate and 14.8 percent at the secondary level. (Also see Appendix Table I, on p. 94.) The percentage of enrollment that is black also declines from lower to higher grades, but the proportion of enrollment that is Anglo increases markedly at higher levels.[46]

In addition to the important variations in the distribution of the Mexican Americans in school populations among the States, there also is significant variation in their distribution within each of the States. (See Table 4 and Figure 1, a map of the Southwest.)

The concentration of the Mexican American school population is most extreme in Texas. It is estimated that approximately 315,000 students, or nearly two-thirds of the Mexican American enrollment in this State, are located in 27 counties along the Mexican border or a short distance from it. In this area, three of every five students are Mexican American compared to one of every five for the State as a whole.

TABLE 2.
ETHNIC COMPOSITION OF ENROLLMENT IN THE SOUTHWEST

State	Anglo		Mexican American		Black		Other*		Total**	
	Number	Percent of Total Enrollment	Number	Percent of Total Enrollment	Number	Percent of Total Enrollment	Number	Percent of Total Enrollment	Number	Percent
California	3,323,478	74.2	646,282	14.4	387,978	8.7	119,642	2.7	4,477,381	100.0
Texas	1,617,840	64.4	505,214	20.1	379,813	15.1	7,492	0.3	2,510,358	100.0
New Mexico	142,092	52.4	102,994	38.0	5,658	2.1	20,295	7.5	271,040	100.0
Arizona	262,526	71.6	71,748	19.6	15,783	4.3	16,402	4.4	366,459	100.0
Colorado	425,749	82.0	71,348	13.7	17,797	3.4	4,198	0.8	519,092	100.0
Southwest**	5,771,684	70.9	1,397,586	17.2	807,030	9.9	168,030	2.0	8,144,330	100.0

Source: Fall 1968 HEW Title VI Survey
*Includes American Indians and Orientals
**Minute differences between the sum of numbers and totals are due to computer rounding.

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[45] For purposes of this report, elementary schools are those which have no grade higher than the ninth and in which the lowest grade does not exceed the fifth. Secondary schools are those in which the highest grade is the tenth or more and the lowest grade is not less than the sixth. Intermediate schools are those which house any combination of grades from 6 to 9. Schools which have a grade structure not falling within the categories given above are counted among intermediate schools. However, throughout the Southwest, approximately 95 percent of all schools which are classified as intermediate schools actually house some combination of grades 6 through 9. Intermediate schools comprise close to this same proportion in every State except Arizona and Colorado. In Arizona all schools classified as intermediate schools house some combination of these grades. In Colorado, approximately 85 percent of the intermediate schools house some combination of grades 6 through 9.

[46] It is hypothesized that three major factors are responsible for the higher proportion of Mexican Americans in lower grades: (1) a higher birthrate for Mexican Americans; (2) a high rate of grade repetition, particularly in the early years of elementary school; and (3) a high attrition or dropout rate, especially in junior and senior high schools.

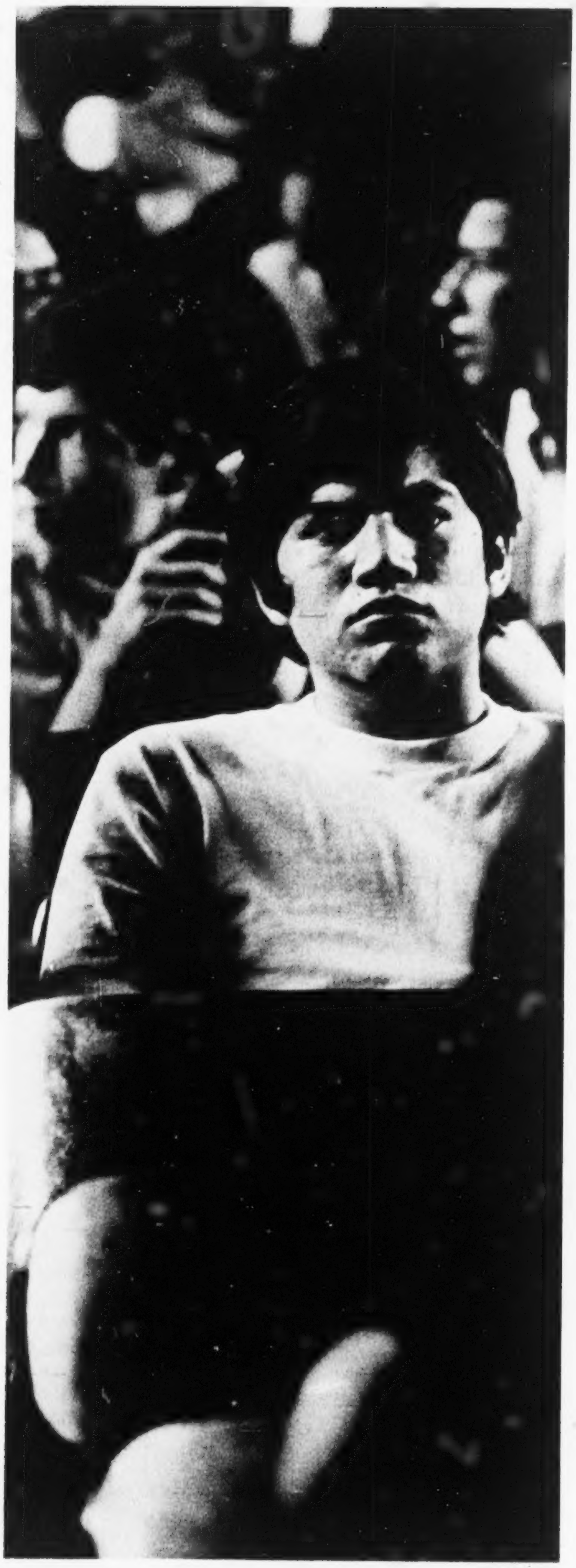

TABLE 3.
NUMBER AND PERCENT OF ENROLLMENT BY ETHNIC GROUP AND SCHOOL LEVEL: THE SOUTHWEST*

Ethnic Group by School Level	Number of Pupils	Percent of Total Pupils
Elementary		
Anglos	3,209,813	68.8
Mexican Americans	866,774	18.6
Blacks	490,264	10.5
Others	101,809	2.1
TOTAL	4,668,660	100.0
Intermediate		
Anglos	1,043,391	71.6
Mexican Americans	233,106	16.0
Blacks	154,261	10.5
Others	27,060	1.9
TOTAL	1,457,818	100.0
Secondary		
Anglos	1,518,480	75.3
Mexican Americans	297,707	14.8
Blacks	162,505	8.1
Others	39,162	1.9
TOTAL	2,017,854	100.0
All School Levels		
Anglos	5,771,684	70.9
Mexican Americans	1,397,586	17.2
Blacks	807,030	9.9
Other	168,030	2.0
TOTAL	8,144,330	100.0

Source: Fall 1968 HEW Title VI Survey
*Minute differences between the sum of numbers and totals are due to computer rounding.

In the other States the Mexican American pupils are somewhat more widely dispersed. In California most are in the southern part of the State centering around Los Angeles; however, sizable numbers are in counties in the central valley and coastal areas. Three counties [Los Angeles, Fresno, and Santa Clara] contain about 50 percent of the Mexican American enrollment. However, only 18 percent of the combined enrollment of these counties is Mexican American, a figure which is only slightly higher than the 14 percent which this group constitutes of total State enrollment. A large geographic area comprising north-

TABLE 4.
REGIONAL CONCENTRATION OF MEXICAN AMERICAN PUPILS WITHIN STATES

Area of State	Number of Counties in Area	Estimated Total Enrollment in Area	Percent of Total State Enrollment in Area	Estimated Mexican American Enrollment in Area	Mexican American Enrollment in State	Percent of Total Mexican American Enrollment in Area
Central and Southern California	3	1,860,322	41.5	327,563	646,282	50.7
South and West Texas	27	535,329	21.3	314,905	505,214	62.3
Northern New Mexico	11	139,151	51.3	64,600	102,994	62.7
Southern Arizona	7	131,164	35.8	38,751	71,748	54.0
Southern Colorado	10	56,487	10.9	22,387	71,348	31.4

Source: Fall 1968 HEW Title VI Survey

Figure 1. REGIONAL CONCENTRATION OF MEXICAN AMERICAN PUPILS WITHIN STATES.

Source: Fall 1968 HEW Title VI Survey ern New Mexico and southern Colorado also has a substantial Mexican American enrollment. In Colorado, 10 sparsely populated counties include about 10 percent of the total enrollment of the State but almost one-third of all Mexican American students. In New Mexico, 60 percent of the Mexican American enrollment is located in 11 counties in the northern part of the State. This area accounts for 50 percent of the State's total enrollment. In southern Arizona, seven counties encompass nearly 55 percent of the Mexican American enróllment but approximately 35 percent of the State's total enrollment.

CONCENTRATION OF MEXICAN AMERICAN ENROLLMENT IN LARGE URBAN SCHOOL DISTRICTS

State	Major Urban School District(s)	Percent of States' Mexican American Enrollment
Arizona	Tucson	19.2
California	Los Angeles	20.2
Colorado	Denver	26.1
	Pueblo	13.5
New Mexico	Albuquerque	27.3
Texas	San Antonio	9.1
	El Paso	6.7
	Houston	6.3

Source: Fall 1968 HEW Title VI Survey

The majority of the Mexican American pupils in the Southwest attend school in urban districts.[47] Nearly 60 percent are in the 179 districts that have total enrollments of 10,000 pupils or more and 40 percent are located in the 47 districts which enroll 25,000 and more. Moreover, as the following tabulation shows, several of the largest urban districts in the Southwest account for a significant proportion of this enrollment. With the exception of the Houston School District in Texas and the Denver School District in Colorado, these large districts are located in that region of each State respectively in which Mexican American pupils are concentrated. (See Table 4 on p. 19.)[48] The Los Angeles Unified School District contains slightly more than 20 percent of all Mexican American pupils in the entire State of California and about 40 percent of those found in the central and southern parts of the State. The Mexican American students in the Denver School District and the districts situated in southern Colorado represent nearly 60 percent of the total Mexican American enrollment in Colorado.

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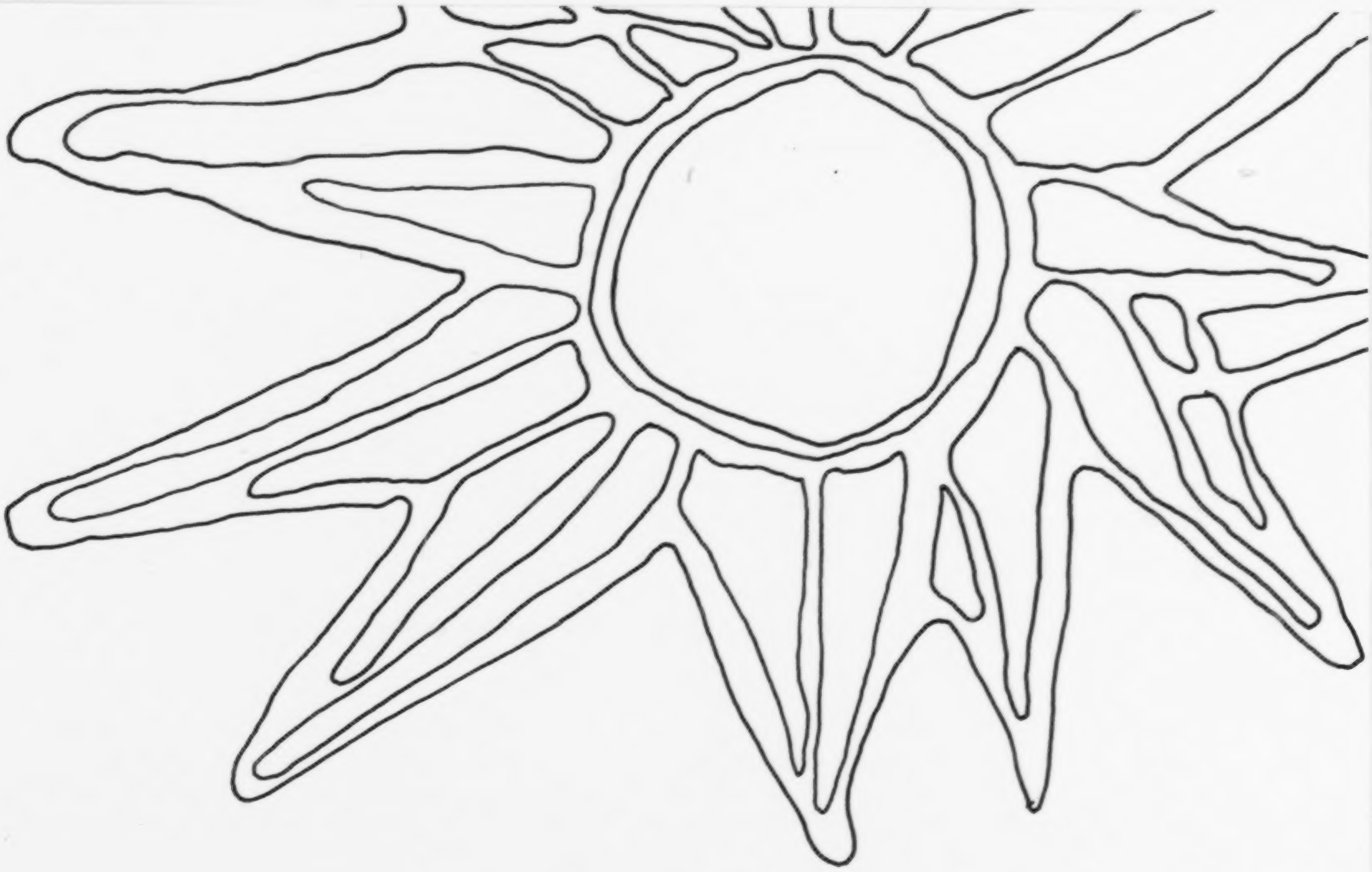
[47] Urban districts are those located in urban places or metropolitan areas identified by the U. S. Bureau of the Census.

[48] The Mexican American enrollment in the Tucson, Ariz.; Los Angeles, Calif.; Pueblo, Colo.; Albuquerque, N. Mex.; and San Antonio and El Paso, Tex. school districts is included among that shown in Table 4.



CHAPTER II. ETHNIC ISOLATION OF MEXICAN AMERICAN PUPILS BY SCHOOL AND DISTRICT

Mexican American pupils, in addition to being unevenly distributed among the five Southwestern States and within each of the States, are also unevenly distributed among school districts and individual schools. To some extent the uneven distribution reflects the concentration of Mexican Americans in certain geographic areas of these States. Very often, however, their proportion in districts and schools bears little resemblance to their proportion in the larger community where the school and district are located.

In this chapter the extent of isolation of Mexican American students will be examined first by school district and then by schools within these districts. The interrelation of school and district as it affects isolation will also come under observation. Throughout, the focus is on Mexican American pupils, although some facts concerning the isolation of Anglo pupils are, from time to time, used for comparative purposes.

A. Isolation by School District [49]

An estimated 206 districts of approximately 1,800 school districts in the Southwest which have an enrollment of 300 or more students are predominantly[50] Mexican American. They account for about 404,000 Mexican American pupils, or nearly 30 percent of this group's total enrollment

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[49] As defined by HEW and used in this study, a school district is "an administrative unit at the local level which exists primarily to operate [public] schools. . . . [This unit] may or may not be coterminous with county, city or town boundaries." HEW, Office of Education, *State Educational Records and Report Series, Handbook II, Financial Accounting for Local and State School Systems,* Washington, GPO, 1957, p. 215.

[50] In this report, the Commission has used two terms to describe the extent of isolation. *Predominantly* denotes schools or districts in which the students of a particular ethnic group make up 50 percent or more of the enrollment. *Nearly all* indicates that 80 to 100 percent of the students are of a particular ethnic background.

TABLE 5.
MEXICAN AMERICAN PUPILS IN PREDOMINANTLY MEXICAN AMERICAN DISTRICTS

State	Districts 50–100 Percent Mexican American			Districts 80–100 Percent Mexican American			Mexican American Total State Enrollment
	Number of Districts	Number of Pupils in Districts	Percent of Total Mexican American Enrollment in State	Number of Districts	Number of Pupils in Districts	Percent of Total Mexican American Enrollment in State	
Texas	94	291,398	57.7	31	107,140	21.2	505,214
California	57	54,741	8.5	5	5,149	0.8	646,282
New Mexico	31	38,891	37.8	9	17,117	16.6	102,994
Arizona	15	12,125	16.9	0*	0	0	71,748
Colorado	9	6,568	9.2	2	1,736	2.4	71,348
Southwest	206	403,723	28.9	46	131,142	9.4	1,397,586

Source: Fall 1968 HEW Title VI Survey

*No districts 80 to 100 percent Mexican American in Arizona were included in the Fall 1968 HEW Title VI Survey.

in the Southwest. (See Table 5.) With some exceptions, these 206 districts are located in those geographic areas in the five States having the heaviest concentration of Mexican American pupils. (See above, pp. 18-25 and Figure 1 on p. 19.)

Texas contains the greatest number of Mexican American pupils in predominantly [50 percent or more] Mexican American districts. Ninety-four districts, almost all of which are in the southern part of the State[51], contain about 290,000 Mexican American pupils, or nearly 60 percent of the Mexican American enrollment in Texas. They also account for more than 70 percent of all Mexican American pupils in the Southwest who are in predominantly Mexican American districts. Of those Mexican American students who are in predominantly Mexican American districts, 107,000 [about 20 percent of the Mexican American enrollment in Texas] are in 31 districts that have enrollments that are nearly all [80 percent or more] Mexican American. Most of these districts are situated in the extreme southern tip of Texas. Of the four outside this area, the largest are in the vicinity of San Antonio and El Paso.

Among the other States, most of the predominantly Mexican American districts are found in either California or New Mexico. In California 57 districts have predominantly Mexican American enrollments. Most are small; their combined enrollment is only about 55,000. They are located in the agricultural valleys extending from Imperial County on the Mexican border as far north as San Joaquin County, immediately east of San Francisco. There are also small clusters of these districts in the coastal region extending from San Diego to Monterey, about 100 miles south of San Francisco. Only five of the predominantly Mexican American districts have enrollments that are nearly all Mexican American. About 1 percent of the Mexican American enrollment of California is found in schools in these districts.

In New Mexico there are nearly 39,000 Mexican American pupils in 31 predominantly Mexican American districts. Most are in the north near the Colorado border. However, several are in the Albuquerque and Santa Fe areas and in the south in the Gadsen (Doña Ana County) and Hidalgo County areas. Nine districts containing 17,000 pupils, or more than 15 percent of the total Mexican American enrollment, are nearly all Mexican American. With few exceptions, these districts are in the northern half of the State.

Enrollments in predominantly Mexican American districts in Arizona and Colorado are small. Fifteen predominantly Mexican American districts in Arizona, all of them close to the Mexican border, contain about 17 percent of the State's Mexican American enrollment. In Colorado, less than

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[51] There are 1,231 school districts in Texas. See HEW, Office of Education, National Center for Educational Statistics, *Education Directory, Public School Systems, 1968/69, Part 2,* Washington, GPO, 1968. p. 7.

10,000 Mexican American pupils are in predominantly Mexican American districts. For the most part, they are located in the southern counties near New Mexico.

Although predominantly Mexican American school districts usually reflect the regional concentrations of the Mexican American school population, this is not always the case. Even in areas with a high Mexican American enrollment, it is not unusual to find a predominantly Mexican American district adjoining one that is largely Anglo. Thus, in Nueces County, Tex. [the Corpus Christi area], Robstown School District, which is 87 percent Mexican American, and West Oso, 77 percent Mexican American, adjoin Callalen Independent School District, which is 84 percent Anglo. In Val Verde County in south Texas, the San Felipe School District, which is 96 percent Mexican American borders on Del Rio School District, which is 54 percent Anglo. In northern New Mexico, the Española School District, 83 percent Mexican American, is contiguous with the Los Alamos School District, which is 88 percent Anglo. In southern Colorado, Center Consolidated School District, 59 percent Mexican American, adjoins entirely Anglo Summit School District.

The contiguity of predominantly Mexican American and Anglo school districts is not limited to rural or small communities. It is also found in large metropolitan areas which are served by several school districts. School districts in metropolitan settings generally have larger enrollments. Consequently, differences in the ethnic composition of the enrollment of any two adjoining districts necessarily affect a greater proportion of a State's total enrollment than is affected in the smaller, nonmetropolitan districts. The discussion that follows examines the pattern and extent of isolation in the school districts of one such metropolitan areas, San Antonio, Tex.

The San Antonio Metropolitan Area encompasses all of Bexar and Guadalupe Counties within which there are all or part of 29 separate school districts.[52] Nineteen of these districts are in Bexar

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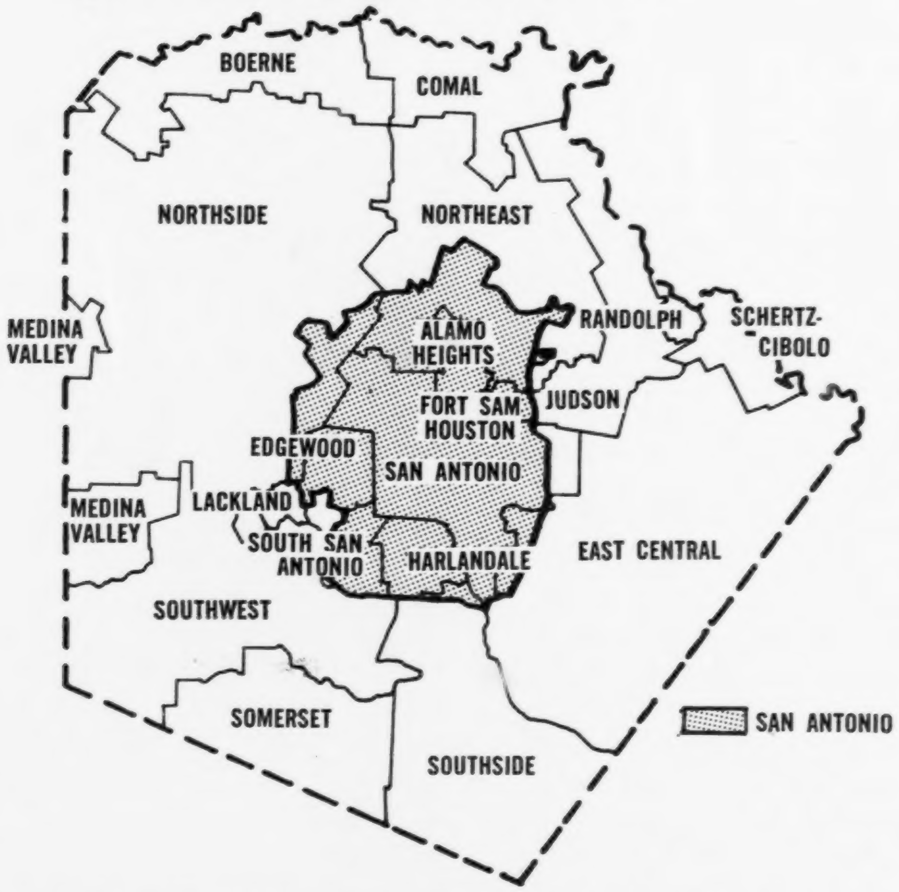
[52] The multitude of school districts in the San Antonio Metropolitan Area is characteristic of other metropolitan areas in the Southwest. Only Odessa, Tex. and Albuquerque, N. Mex. are served by a single school district whose boundaries are coterminous with those of their own metropolitan area.

Figure 2. BEXAR COUNTY SCHOOL DISTRICTS.


BOERNE
COMAL
NORTHSIDE
NORTHEAST
MEDINA VALLEY
ALAMO HEIGHTS
RANDOLPH
SCHERTZ-CIBOLO
FORT SAM HOUSTON
JUDSON
EDGEWOOD
SAN ANTONIO
LACKLAND
MEDINA VALLEY
SOUTH SAN ANTONIO
HARLANDALE
EAST CENTRAL
SOUTHWEST
SOMERSET
SOUTHSIDE
SAN ANTONIO

Source: Research and Planning Council, **Bold Plan for Bexar County,** March 23, 1964

County, where the city of San Antonio is located.[53] Of these, 13 fall entirely or partly inside the city limits of San Antonio or are in suburbs that border the city.[54] (See Figure 2, a map on p. 17.) Two of the 13 are situated on military reservations.

Nearly half of the 186,000 pupils enrolled in these 13 districts are Mexican American; 44 percent are Anglo. Nearly all of the remainder are blacks. (See Table 6.) There is distinct evidence of ethnic isolation among the 13 districts. Approximately 82,000 Mexican American students, or better than 90 percent of the Mexican American enrollment, are in five predominantly Mexican American school districts—Edgewood, Harlandale, San Antonio, South San Antonio, and Southside. Sixty percent of the Anglo public school pupils in the area are in the eight predominantly Anglo districts which surround the central part of the city.[55] Six of these districts have enrollments that are more than 80 percent Anglo. Each of the eight Anglo districts borders on one or more of the predominantly Mexican American districts. For example, Northside Independent School District, which is about 82 percent Anglo, adjoins Edgewood, which is nearly 90 percent Mexican American. North East and Alamo Heights, with enrollments more than 85 percent Anglo, are contiguous to the predominantly Mexican American San Antonio School District.

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[53] U. S. Bureau of the Census figures indicate that in 1960 more than 18 percent of all Mexican American people in Texas resided in the San Antonio Metropolitan Area.

[54] Discussion is limited to these 13 districts. Enrollment information is available for only three of the other 16 districts in Bexar and Guadalupe Counties. Because these districts lie some distance from the city of San Antonio and the other districts in the San Antonio urban area, they have been excluded from this discussion.

[55] Alamo Heights, East Central, Fort Sam Houston, Judson, Lackland, North East, Northside, and Southwest.

TABLE 6.
ETHNIC COMPOSITION OF ENROLLMENT, 13 SCHOOL DISTRICTS, SAN ANTONIO

		Anglos		Mexican Americans		Other Minorities	
District	**Total Enrollment**	**Number**	**Percent of District Enrollment**	**Number**	**Percent of District Enrollment**	**Number**	**Percent of District Enrollment**
Edgewood.	22,221	863	3.9	19,924	89.7	1,434	6.4
Southside	2,094	544	26.0	1,529	73.0	21	1.0
Harlandale	16,940	6,460	38.1	10,458	61.7	22	0.1
San Antonio	79,353	21,310	26.9	46,188	58.2	11,855	14.9
South San Antonio	7,429	3,198	43.0	4,090	55.1	141	1.9
SUBTOTAL	128,037	32,375	25.3	82,189	64.2	13,473	10.5
North East	25,772	23,708	92.0	1,903	7.4	161	0.6
Lackland	927	804	86.7	29	3.1	94	10.1
Judson	2,156	1,855	86.0	274	12.7	27	1.2
Alamo Heights	5,166	4,399	85.2	731	14.2	36	0.7
Fort Sam Houston	1,513	1,256	83.0	128	8.5	129	8.5
Northside	16,837	13,766	81.8	2,705	16.1	366	2.2
East Central*	2,856	1,987	69.6	709	24.8	160	5.6
Southwest*	2,636	1,569	59.5	1,024	38.8	43	1.6
SUBTOTAL	57,863	49,344	85.3	7,503	13.0	1,016	1.8
TOTAL	185,900	81,719	44.0	89,692	48.2	14,489	7.8

Source: Fall 1968 HEW Title VI Survey

*These districts were not surveyed by the HEW in fall 1968. Data concerning the ethnic composition of their enrollment are taken from: USCCR Staff Report, *A Study of Equality of Educational Opportunity for Mexican Americans in Nine School Districts of the San Antonio Area*, December 1968. Information for this report was obtained during the same month the other districts responded to the HEW survey.

The Mexican American pupils in San Antonio, South San Antonio, Harlandale, Edgewood, and Southside School Districts[56] represent nearly 30 percent of all Mexican American students in Texas who are in predominantly Mexican American school districts and more than 15 percent of the total Mexican American enrollment of the State.

B. Isolation by School

In addition to their concentration in a small number of districts, Mexican American pupils tend to be concentrated in a comparatively small number of schools. About 635,000 Mexican American students, or 45 percent of this group's total enrollment in the Southwest, attend predominantly Mexican American schools. They are in about 1,500 schools, which account for a little more than 10 percent of the more than 13,000 public schools in the region. (See Table 7.) More than one-fifth of all Mexican American pupils attend about 600 schools which have an enrollment that is nearly all Mexican American. These schools comprise about 5 percent of all schools in the Southwest. Two percent of all schools have enrollments which are 95 percent or more Mexican American. They contain approximately 10 percent of all Mexican American students in the Southwest.[57]

Among the five States, isolation is most pronounced in Texas and least pronounced in California. As indicated in Table 7, 16 percent of all schools in Texas are predominantly Mexican American and contain approximately 335,000 Mexican American pupils, or 66 percent of this group's enrollment in the State.[58] Forty percent of

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[56] These are five of 1,231 public school districts in Texas. See HEW, Office of Education, National Center for Educational Statistics, *Education Directory, Public School Systems, 1968–69, Part 2,* Washington, GPO, 1968, p. 7.

[57] These schools and those 80 percent or more Mexican American are included among those that are predominantly Mexican American.

[58] Note that more than one-half of all Mexican American pupils in the Southwest who attend predominantly Mexican American schools are in Texas.

TABLE 7.

DISTRIBUTION OF SCHOOLS AND MEXICAN AMERICAN ENROLLMENT BY PERCENT OF MEXICAN AMERICAN PUPILS IN THE SCHOOLS *

Percent Mexican American	Total Number of Schools	Percent of Schools	Total Mexican American Enrollment	Percent of Mexican American Students
California				
95–100	17	0.3	17,601	2.7
80–94	80	1.2	46,702	7.2
50–79	315	4.8	113,964	17.6
Subtotal	412	6.3	178,267	27.5
35–49	374	5.7	100,776	15.6
20–34	779	11.8	133,476	20.6
0–19	5,025	76.3	233,763	36.2
Subtotal	6,178	93.8	468,015	72.4
TOTAL	6,590	100.0	646,282	100.0
Texas				
95–100	193	4.4	104,081	20.6
80–94	179	4.0	97,794	19.4
50–79	357	8.1	133,455	26.4
Subtotal	729	16.5	335,330	66.4
35–49	231	5.2	45,570	9.0
20–34	373	8.4	50,236	9.9
0–19	3,097	69.9	74,080	14.7
Subtotal	3,701	83.5	169,886	33.6
TOTAL	4,430	100.0	505,214	100.0
New Mexico				
95–100	35	6.0	6,579	6.4
80–94	55	9.4	15,207	14.8
50–79	161	27.6	46,654	45.3
Subtotal	251	43.0	68,440	66.5
35–49	59	10.1	14,248	13.8
20–34	71	12.2	9,995	9.7
0–19	202	34.6	10,310	10.0
Subtotal	332	56.9	34,553	33.5
TOTAL	583	100.0	102,994	100.0
Arizona				
95–100	5	1.0	2,151	3.0
80–94	14	2.7	5,400	7.5
50–79	59	11.4	21,811	30.4
Subtotal	78	15.1	29,362	40.9
35–49	48	9.2	11,767	16.4
20–34	94	18.1	17,625	24.6
0–19	299	57.6	12,997	18.1
Subtotal	441	84.9	42,389	59.1
TOTAL	519	100.0	71,748	100.0
Colorado				
95–100	3	0.3	373	0.5
80–94	16	1.5	3,726	5.2
50–79	74	7.0	19,165	26.9
Subtotal	93	8.8	23,264	32.6
35–49	45	4.3	9,120	12.8
20–34	129	12.2	16,545	23.2
0–19	787	74.6	22,422	31.4
Subtotal	961	91.1	48,087	67.4
TOTAL	1,054	100.0	71,348	100.0
Southwest				
95–100	254	1.9	130,785	9.4
80–94	344	2.6	168,829	12.1
50–79	972	7.3	335,048	24.0
Subtotal	1,570	11.8	634,662	45.5
35–49	759	5.7	181,479	13.0
20–34	1,455	11.0	227,878	16.3
0–19	9,415	71.4	353,570	25.3
Subtotal	11,629	88.1	762,927	54.6
TOTAL	13,199	100.0	1,397,586	100.0

Source: Fall 1968 HEW Title VI Survey.

*Minute differences between the sum of the numbers and totals are due to computer rounding.

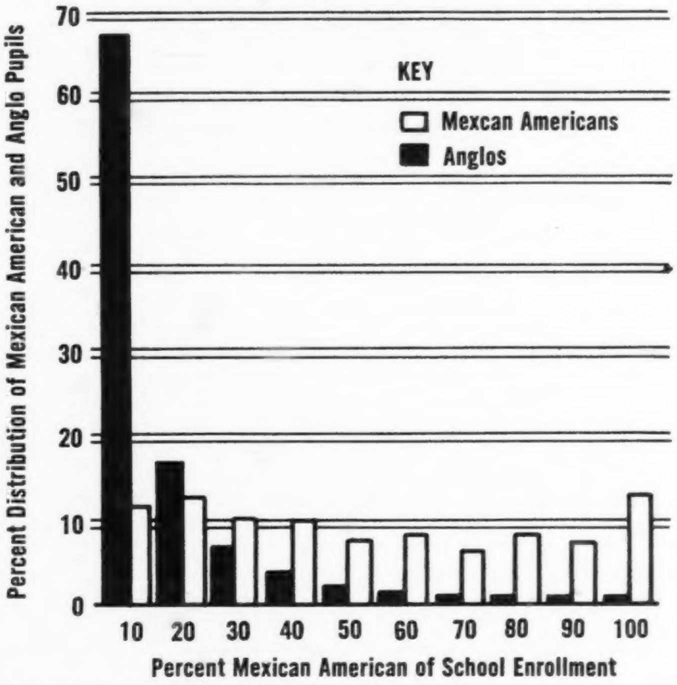
all Mexican American pupils are in schools that are nearly all Mexican American. More than 100,000, or about one-fifth of the Mexican American enrollment, are found in schools 95 to 100 percent Mexican American, but these schools represent less than 5 percent of all schools in the State.

In contrast, only 6 percent of the schools in California are predominantly Mexican American, and they contain less than 30 percent of the Mexican American enrollment. Ten percent of the pupils are in schools that are nearly all Mexican American, and less than 3 percent attend schools which have enrollments 95 percent or more Mexican American.[59]

Among the other States, New Mexico, two-fifths of whose enrollment is Mexican American, has the highest proportion of Mexican American students in predominantly Mexican American schools. An important comparison can be made between the degree of isolation of Mexican Americans in New Mexico and Texas. Both States have nearly the same proportion of Mexican American pupils [about 65 percent] in predominantly Mexican American schools, yet 43 percent of New Mexico's schools but only 16 percent of Texas' schools are predominantly Mexican American. Moreover, 20 percent of Texas' Mexican American students but only about 6 percent of those in New Mexico are in schools 95 percent or more Mexican American. Thus, the intensity of isolation is obviously much greater in Texas.

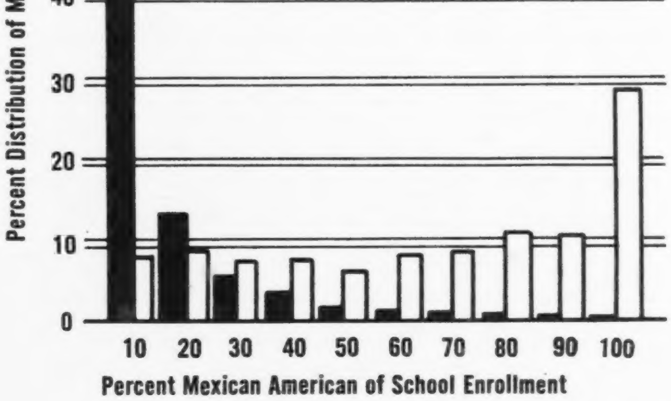
A corollary to the isolation of Mexican American pupils in predominantly Mexican American schools is the corresponding isolation of Anglos in schools that have a low Mexican American enrollment. Figure 3a graphically illustrates the extent of separation of Mexican American and Anglo pupils by school for the Southwest as a whole. The horizontal axis at the bottom of the graph indicates, at 10 percent intervals, the Mexican American composition of the schools from 0 to 100 percent. The vertical axis at the side shows the percent of Anglo and Mexican American pupils in each 10 percent interval. For example, in the Southwest as a whole, 12 percent of Mexican Americans are in schools 0 to 10 percent Mexican

Figure 3a. DISTRIBUTION OF MEXICAN AMERICAN AND ANGLO PUPILS BY PERCENT MEXICAN AMERICAN OF SCHOOL ENROLLMENT: THE SOUTHWEST.



Source: Fall 1968 HEW Title VI Survey

Figure 3b. DISTRIBUTION OF MEXICAN AMERICAN AND ANGLO PUPILS BY PERCENT MEXICAN AMERICAN OF SCHOOL ENROLLMENT: TEXAS.



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[59] The average size of these schools is large, however, averaging more than 1,000 pupils. Most are believed to be in the Los Angeles Unified School District.

American and 14 percent are in schools 90 to 100 percent. A minute 0.1 percent of Anglo pupils are in schools 90 to 100 percent Mexican American, whereas 67 percent attend schools that have an enrollment 0 to 10 percent Mexican American. Moreover, 2,717,500 [47 percent] of all Anglo pupils are in schools that have an enrollment that is less than 5 percent Mexican American. The fact that more than 70 percent of the pupils in the Southwest are Anglo only partly accounts for such a preponderance of majority group pupils in schools with an attendance of so few Mexican Americans.

The graph in Figure 3b shows the concentration of Mexican American and Anglo pupils in separate schools in Texas, the State in which ethnic isolation is most marked. Almost three-fourths of the Anglo pupils and only about 7 percent of the Mexican Americans are in schools 0 to 10 percent Mexican American. Schools 90 to 100 percent Mexican American contain less than 1 percent of all Anglos and nearly 30 percent of all Mexican Americans in Texas.

In the Southwest as a whole, isolation of Mexican Americans is most pronounced at the elementary school level. (See Table 8.) At the elementary level, more than one-half of the total Mexican American enrollment attends predominantly Mexican American schools, including one-fourth who attend schools nearly all Mexican American. At the secondary school level, 36 percent are in predominantly Mexican American schools, including about 14 percent who are in schools nearly all Mexican American.

TABLE 8.
MEXICAN AMERICANS IN PREDOMINANTLY MEXICAN AMERICAN SCHOOLS BY SCHOOL LEVEL *

State	Number in Schools 50–100 Percent Mexican American	Percent in Schools 50–100 Percent Mexican American	Number in Schools 80–100 Percent Mexican American	Percent in Schools 80–100 Percent Mexican American
California				
Elementary	132,906	32.8	45,943	11.4
Intermediate	23,886	22.9	8,361	8.0
Secondary	21,475	15.6	9,998	7.3
TOTAL	178,266	27.6	64,302	9.9
Texas				
Elementary	218,411	69.9	145,555	46.6
Intermediate	52,911	59.6	27,556	31.0
Secondary	64,006	61.5	28,764	27.6
TOTAL	335,328	66.4	201,876	40.0
New Mexico				
Elementary	44,076	74.7	16,647	28.2
Intermediate	9,842	49.7	1,497	7.6
Secondary	14,521	59.9	3,641	15.0
TOTAL	68,440	66.5	21,785	21.2
Arizona				
Elementary	22,279	46.7	6,948	14.6
Intermediate	1,752	26.8	603	9.2
Secondary	5,330	30.5	0	0
TOTAL	29,361	40.9	7,551	10.5
Colorado				
Elementary	18,000	41.8	3,310	7.0
Intermediate	3,256	23.7	0	0
Secondary	2,007	13.8	788	5.4
TOTAL	23,262	32.6	4,098	5.7
Southwest				
Elementary	435,672	50.3	218,403	25.2
Intermediate	91,648	39.3	38,018	16.3
Secondary	107,338	36.0	43,191	14.5
TOTAL	634,656	45.5	299,613	21.5

Source: Fall 1968 HEW Title VI Survey

*Differences between the sum of the numbers and totals are due to computer rounding.

Differences in the extent of isolation between school levels are more pronounced in Texas and New Mexico than in any of the other Southwestern States. In Texas, 70 percent of all elementary Mexican American pupils are in predominantly Mexican American schools, including almost 50 percent in schools nearly all Mexican American. At the intermediate and secondary levels about 60 percent are in predominantly Mexican American schools, including almost 50 percent in schools nearly all Mexican American. At the intermediate and secondary levels about 60 percent are in predominantly Mexican American schools, and about 30 percent attend schools in which nearly all pupils are of this ethnic background. In New Mexico 75 percent of all Mexican American students at the elementary level attend predominantly Mexican American schools. However, proportionately fewer are in schools nearly all Mexican American in New Mexico [30 percent] than in Texas [50 percent]. At the secondary level in New Mexico, nearly 60 percent are in predominantly Mexican American schools but only 15 percent are in schools in which nearly all of the enrollment is Mexican American.

A much lower proportion of Mexican American students is isolated at the various school levels in California and Colorado. In Colorado about 40 percent of the Mexican American students at the elementary level attend predominantly Mexican American schools, but less than 10 percent are in schools in which nearly all pupils are of this ethnic group. At the secondary level, the corresponding percentages are 14 and 5 respectively. Of all Southwestern States, California has the lowest proportion of elementary school Mexican American pupils in predominantly Mexican American schools; only one-third attend schools of this enrollment composition. Slightly more than 10 percent are in schools that are nearly all Mexican American. At the secondary level 15 percent of the Mexican American students are in predominantly Mexican American schools, including 7 percent who are in schools nearly all Mexican American.

C. The Relationship Between School and District Ethnic Composition

The previous discussion has dealt with the isolation of Mexican Americans by school and district separately. In reality this dichotomy does not exist. District ethnic composition is dependent on the composition of all the schools in the district, and school ethnic composition reflects the residential patterns of the community the district serves and the policies and practices of the school district administration.

In the remainder of this chapter the relationship between the enrollment composition of these two basic administrative units of the public school system will be examined in two ways: (1) the extent to which Mexican American pupils attend predominantly Mexican American schools because the district in which the school is located is also predominantly Mexican American and (2) the extent to which the Mexican American composition of schools does not reflect that of the district—the concept of ethnic imbalance.

1. The Relationship Between District Ethnic Composition and the Concentration of Mexican Americans in Predominantly Mexican American Schools

The concentration of Mexican American pupils in predominantly Mexican American schools is explained in part by the fact that many are enrolled in school districts in which at least one-half of the enrollment is Mexican American. Nearly 60 percent of the 635,000 Mexican American children enrolled in predominantly Mexican American schools in the Southwest are also in predominantly Mexican American districts.

PERCENTAGE OF MEXICAN AMERICAN PUPILS IN PREDOMINANTLY MEXICAN AMERICAN SCHOOLS WHO ARE ISOLATED BY DISTRICT

State	(1) Total Pupils In Schools 50-100 Percent Mexican American	(2) Number of Pupils in Col. (1) Who Are In Districts 50-100 Percent Mexican American	(3) Percent of Pupils in Schools 50-100 Mexican American That Are In Districts 50-100 Percent Mexican American Col. (2) ÷ Col. (1)
Texas	335,330	264,139	78.8
California	178,267	47,245	26.5
New Mexico	68,440	37,902	55.4
Arizona	29,362	11,323	38.6
Colorado	23,264	5,403	23.2
Southwest*	634,662	366,012	57.7

Source: Fall 1968 HEW Title VI Survey

*Minute differences between the sum of the numbers and totals are due to computer rounding.

In Texas and New Mexico proportionately more of the students in predominantly Mexican American schools are also in districts that are 50 percent or more Mexican American. Thus, in New Mexico the proportion so situated exceeds 55 percent and in Texas it approaches 80 percent. In contrast, in Colorado fewer than one-fourth of the students in predominantly Mexican American schools are found in predominantly Mexican American districts.

2. The Concept of Ethnic Imbalance

Ethnic imbalance as used in this study is a measure of the difference between the Mexican American composition of a school and that of the district in which the school is located. If the Mexican American composition of a school does not reasonably approximate that of the district, the school is ethnically imbalanced. In determining a reasonable approximation, or standard of deviation between school and district, a tolerance of 15 percentage points above or below the Mexican American composition of the district is permitted.[60] Thus, in a district that is 60 percent Mexican American, any school that is more than 75 percent Mexican American or less than 45 percent Mexican American is considered to be ethnically imbalanced. In a district 25 percent Mexican American, any school that is more than 40 percent Mexican American or less than 10 percent Mexican American is ethnically imbalanced.

3. Ethnic Imbalance in the Southwest

Findings from (1) the comparison of the Mexican American composition of the schools in the Southwest to that of the districts in which they are located and (2) the application of the 15 percent standard of deviation indicate that a considerable proportion of the Mexican American pupils in the Southwest attend ethnically imbalanced schools. About 30 percent of the pupils are enrolled in schools that have a disproportionately high Mexican American composition above the 15 percent deviation. (See Table 9. Also see Appendix Tables IIa to IIf, pp. — to pp. — from which the data in Table 9 are derived.) Three percent are in schools that have disproportionately low Mexican American enrollments below the 15 percent deviation. Nearly two-thirds of all Mexican American pupils are in ethnically balanced schools.

The extent of ethnic imbalance does not differ substantially among the five States. In each State about one-fourth to one-third of the Mexican American pupils are in schools that have a high Mexican American enrollment. Between approximately 60 and 70 percent are in balanced schools,

TABLE 9.
MEXICAN AMERICAN PUPILS IN ETHNICALLY BALANCED AND IMBALANCED SCHOOLS

State	Schools with Disproportionately High Mexican American Enrollment*		Ethnically Balanced Schools**		Schools with Disproportionately Low Mexican American Enrollment***		Total Mexican American Pupils****
	Number of Mexican American Pupils	Percent of Total Mexican American Pupils	Number of Mexican American Pupils	Percent of Total Mexican American Pupils	Number of Mexican American Pupils	Percent of Total Mexican American Pupils	
Texas	173,051	34.3	307,658	60.9	24,507	4.8	505,214
California	182,861	28.3	455,284	70.4	8,137	1.3	646,282
New Mexico	26,941	26.2	70,639	68.6	5,413	5.3	102,994
Arizona	21,511	30.0	47,580	66.3	2,660	3.7	71,748
Colorado	22,549	31.6	47,536	66.6	1,266	1.8	71,348
Southwest****	426,912	30.5	928,694	66.5	41,983	3.0	1,397,586

Source: Fall 1968 HEW Title VI Survey

*Schools in which the Mexican American composition is above the 15 percent standard of deviation.

**Schools whose Mexican American composition is within the 15 percent deviation.

***Schools in which the Mexican American composition is below the 15 percent deviation.

****Minute differences between the sum of the numbers and totals are due to computer rounding.

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[60] The measure of ethnic imbalance used by the Commission in this report resembles the measures of imbalance utilized by the State of California. The major difference is that the California method includes all racial and ethnic groups in measuring imbalance. For a brief description of the California method and its results, see p. 38.

and about 5 percent or less are in schools that have a disproportionately low Mexican American composition.

Even in Texas and New Mexico, the two States in which proportionately more Mexican American students are in predominantly Mexican American schools, the extent of ethnic imbalance does not differ appreciably from that in other States. As noted above on pp. 22, the majority of Mexican Americans who are in predominantly Mexican American schools in Texas and New Mexico are separated in predominantly Mexican American districts. As a consequence, although two-thirds of the Mexican American enrollment in each State is isolated in predominantly Mexican American schools, many of these schools fall within the 15 percent standard of deviation and are ethnically balanced.

In all States but Texas the largest school district accounts for a significant percentage of the Mexican American students within the State who are in schools that have a disproportionately high Mexican American enrollment. Each of these districts contains proportionately more of the students in these imbalanced schools than their share of the total Mexican American enrollment in each State. The Denver School District serves about 26 percent of the Mexican American pupils in Colorado but about 48 percent of those who are in imbalanced schools. The Los Angeles Unified School District contains approximately 20 percent of all Mexican American students in California but 45 percent of those who are in imbalanced schools. Tucson School District contains nearly 20 percent of all Mexican American pupils in Arizona but about 47 percent of those who are in imbalanced schools. Finally, Albuquerque School District which enrolls approximately 27 percent of the Mexican American pupils in New Mexico contains nearly 60 percent of those students who are in imbalanced schools.

Although these four large school districts account for much of the ethnic imbalance in their respective States, imbalance is not necessarily contingent on the size of the district. There is considerable ethnic imbalance in small or medium sized districts as well. Moreover, the extent of imbalance is not influenced by the ethnic composition of the district. Imbalanced schools can be found in both predominantly Mexican American and pre-

dominantly Anglo districts. The discussion which follows examines the extent of ethnic imbalance in six school districts in the Southwest. Two of these districts have large enrollments; four are small districts. The school districts are equally divided among those that are predominantly Mexican American and those that are predominantly Anglo.

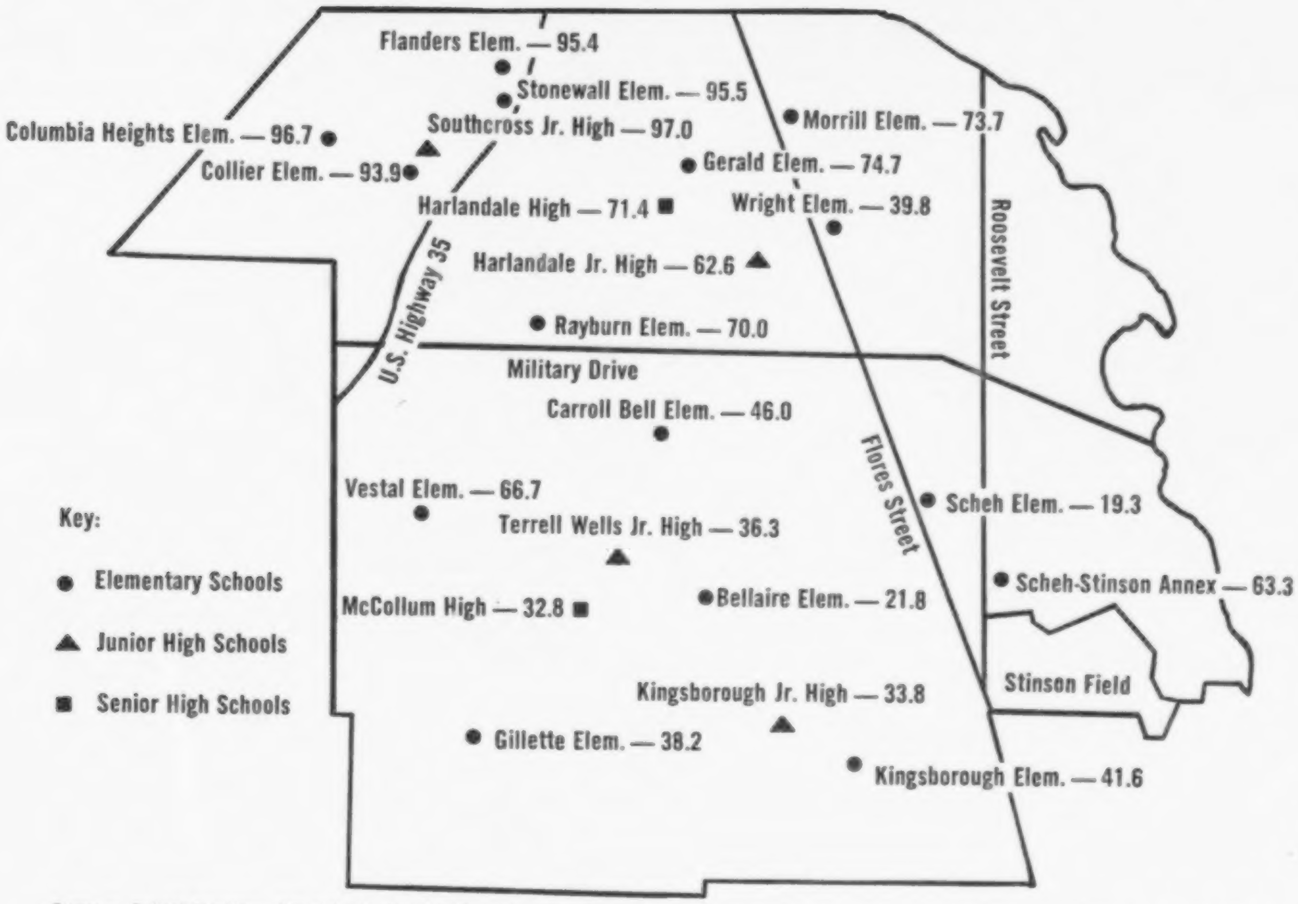
4. Ethnic Imbalance in Predominantly Mexican American Districts

Since about three-fourths of all Mexican American pupils in the Southwest who are in predominantly Mexican American districts are in Texas, the discussion here will be confined to representative districts in that State. These districts are Harlandale Independent School District (ISD), which has a large enrollment, and Crockett County Common School District and Pearsall Independent School District, both of which are small.

Harlandale Independent School District (ISD), is located in the south central part of the city of San Antonio. It has 21 schools and a total enrollment of approximately 17,000 pupils. About 62 percent of the students are Mexican American and 38 percent are Anglo. (See Appendix Table III on p. 98.)

The ethnic composition of Harlandale's schools reveals a distinct pattern of ethnic separation. (See Figure 4, a map on page32.) Most Anglo pupils attend schools situated in the southern two-thirds of the district below Military Drive. The Mexican American enrollment is found primarily in the northern part of the district above Military Drive; the heaviest concentration is in schools west of U.S. Highway 35.

Figure 4. LOCATION AND MEXICAN AMERICAN COMPOSITION OF SCHOOLS IN HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS.


Flanders Elem. — 95.4
Stonewall Elem. — 95.5
Columbia Heights Elem. — 96.7
Southcross Jr. High — 97.0
Morrill Elem. — 73.7
Collier Elem. — 93.9
Gerald Elem. — 74.7
Harlandale High — 71.4
Wright Elem. — 39.8
Roosevelt Street
U.S. Highway 35
Harlandale Jr. High — 62.6
Rayburn Elem. — 70.0
Military Drive
Carroll Bell Elem. — 46.0
Flores Street
Vestal Elem. — 66.7
Scheh Elem. — 19.3
Key:
Terrell Wells Jr. High — 36.3
● Elementary Schools
Scheh-Stinson Annex — 63.3
McCollum High — 32.8
Bellaire Elem. — 21.8
▲ Junior High Schools
■ Senior High Schools
Stinson Field
Kingsborough Jr. High — 33.8
Gillette Elem. — 38.2
Kingsborough Elem. — 41.6

Sources: School location—San Antonio Planning Commission. **School Master Plan,** October 12, 1967, p. 17. School composition—Fall 1968 HEW Title VI Survey.

Elementary Schools—Harlandale ISD maintains 14 elementary schools which enroll nearly 9,400 pupils. The elementary school enrollment is about 64 percent Mexican American and 35 percent Anglo. Most of the elementary schools are ethnically imbalanced. (See Table 10.) The application of the 15 percent standard of deviation to the Mexican American enrollment[61] in each of the schools indicates that almost one-half of the Mexican American elementary school pupils are in four imbalanced schools in which the Mexican American enrollment is disproportionately high. Another 30 percent are in ethnically balanced schools and about 20 percent are in imbalanced schools that have a disproportionately low Mexican American composition.

Junior and Senior High Schools—About 3,800 pupils are enrolled in the four junior high schools in Harlandale. The ethnic composition of the total junior high enrollment approximates that in the elementary schools. The extent of ethnic imbalance also closely resembles that found among elementary schools. Nearly one-half of the Mexican American junior high students attend schools that have a high Mexican American enrollment. About 30 percent are in ethnically balanced schools, and the remainder are in schools that have a low Mexican American composition.

Both of the senior high schools, Harlandale and McCollum, are ethnically imbalanced. Harlandale contains nearly 70 percent of the Mexican American senior high school pupils and, thus, has a high Mexican American enrollment. The Mexican

TABLE 10.
NUMBER AND PERCENT OF MEXICAN AMERICAN PUPILS IN BALANCED AND IMBALANCED SCHOOLS, HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS

Percent Mexican American by Grade Level and Range	Percent of Total Enrollment at Grade Level that Is Mexican American	Number of Schools	Mexican American Enrollment	Percent of Total Mexican American Enrollment at Grade Level
Elementary Schools	(64.4)			
0– 49.3*		6	1,251	20.8
49.4– 79.4**		4	1,849	30.6
79.5–100 ***		4	2,928	48.6
Total		14	6,028	100.0
Junior High Schools	(64.3)			
0– 49.4*		2	477	19.4
49.3– 79.3*		1	780	31.7
79.4–100 ***		1	1,206	49.0
Total		4	2,463	100.0
Senior High School	(52.2)			
0– 37.1*		1	598	31.4
37.2– 67.2**		0	0	0
67.3–100 ***		1	1,308	68.6
Total		2	1,906	100.0

Source: Fall 1968 HEW Title VI Survey
*Imbalanced schools with a disproportionately low Mexican American enrollment (below the 15 percent deviation)
**Balanced schools (within 15 percent deviation)
***Imbalanced schools with a disproportionately high Mexican American enrollment (above the 15 percent deviation)

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[61] The proportion of the enrollment that is Mexican American in each elementary school is examined to determine whether it falls within a range of 15 percent above or below the proportion of the combined elementary school enrollment that is Mexican American.

American composition of McCollum is disproportionately low.

All Schools—The majority of all Mexican American students in the district attend imbalanced schools. Fifty-two percent are in schools that have a disproportionately high Mexican American enrollment and approximately 22 percent are in schools which have a disproportionately low proportion of Mexican American students. Only about one-fourth are in ethnically balanced schools.

In *Crockett County Consolidated Common School District,* located in West Texas, an extreme degree of ethnic imbalance exists among the elementary schools. The district serves approximately 1,100 students, 52 percent of whom are Mexican American and 47 percent of whom are Anglo. (See Appendix Table IV on p. 99.) Two elementary schools, one junior high, and one senior high are maintained by the district. Mexican American pupils are almost completely segregated at the elementary level. All but one of the 405 Mexican American pupils attend one school while the entire Anglo enrollment is confined to the other.

About three-fourths of the 2,000 students attending school in *Pearsall ISD* (South Texas) are Mexican American. (See Appendix Table V on p. 99.) Nearly all of the remainder of the enrollment is Anglo. The district operates five schools, two of which are primary schools serving grades one through three. Mexican Americans and Anglos are almost completely segregated during these early school years. All 117 Anglo pupils attend one primary school where they comprise about 70 percent of the enrollment. The other primary school is entirely Mexican American and contains approximately 90 percent of the Mexican American primary school enrollment in the district.

5. Ethnic Imbalance in Predominantly Anglo School Districts

The extent of ethnic imbalance in three predominantly Anglo districts is examined below. These districts are Tucson Public School District No. 1 in Arizona, Eagle County School District Re-50J in Colorado, and North Monterey County Union School District in California.

Tucson Public School District No. 1 is composed of 75 schools with a total enrollment of approximately 54,000 pupils. Almost 68 percent of the school district's pupils are Anglo, 26 percent are Mexican American, and about 5 percent are black. (See Appendix Table VI on pp. 100-01.) The ethnic composition of the schools in Tucson follows a distinct pattern of ethnic concentration. (See Figures 5a to 5c, maps on pp. 35-36.) Anglo students are found primarily in the schools located in the northeastern half of the city. The Mexican American enrollment is in the southwestern part of the city, with heaviest concentration in the area around the Santa Cruz River, Aviation Highway, and Davis-Monthan Air Force Base. Pockets of black enrollment are scattered throughout the west central part of the city, mainly around the Air Force Base and the University of Arizona.

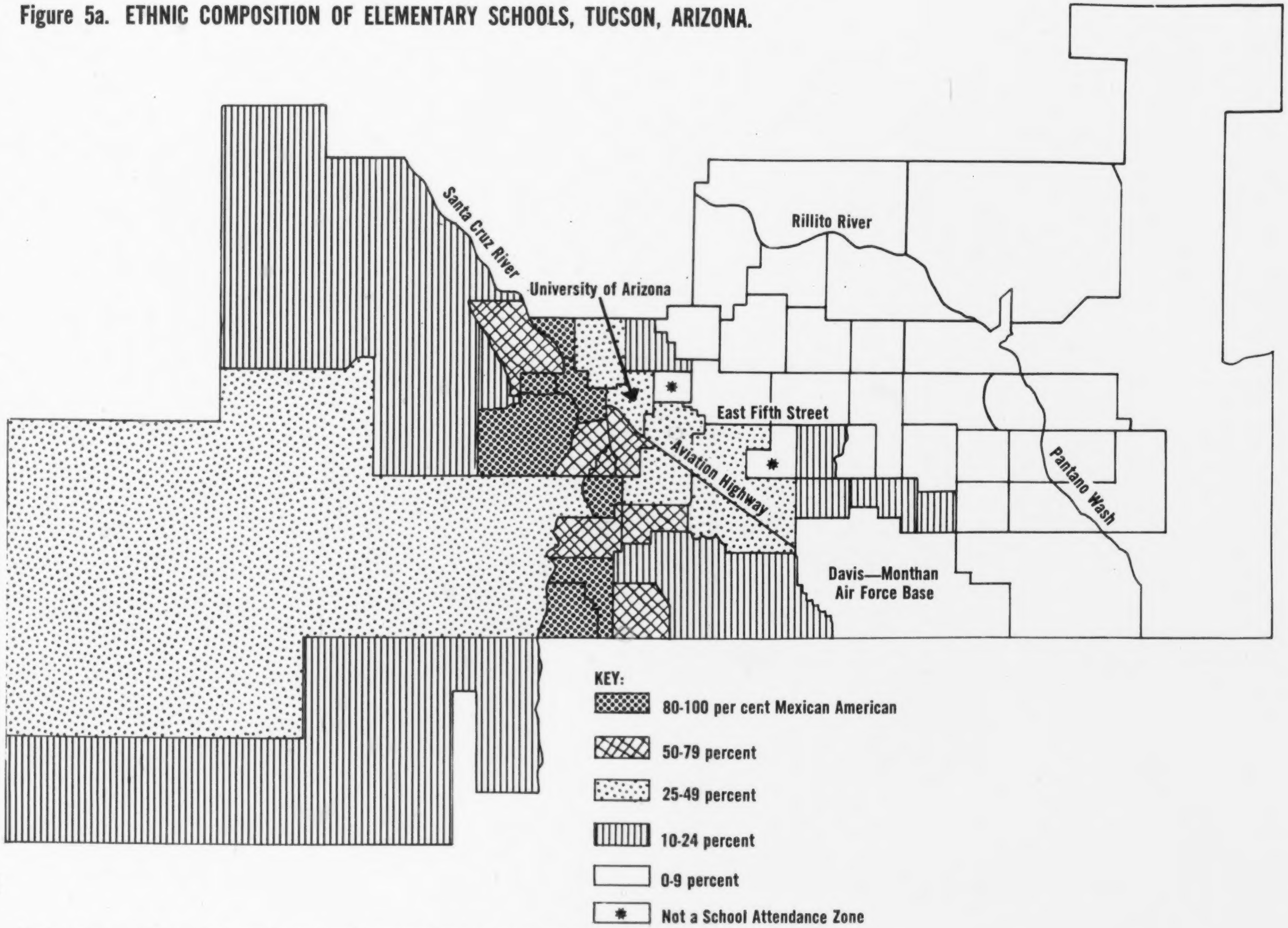
Elementary Schools—The public school system of Tucson has 55 elementary schools which enroll approximately 29,000 pupils. About 64 percent of these pupils are Anglo, 28 percent are Mexican American, and nearly all of the remaining 8 percent are black. Fourteen schools are predominantly Mexican American; they contain almost two-thirds of the Mexican American elementary school enrollment in the district. Seven of the 14 schools are nearly all-Mexican American and account for slightly more than 35 percent of this group's elementary enrollment.

Ethnic imbalance is prevalent among Tucson's elementary schools. (See Table 11.) About 70 percent of the 8,200 Mexican Americans in elementary schools are in 16 schools that have a disproportionately high Mexican American enrollment. About 18 percent are in balanced schools and 11 percent are in schools that have a disproportionately low Mexican American enrollment.

Junior and Senior High Schools—Approximately 7,800 students are enrolled in Tucson's 11 junior high schools. Seventy-five percent of the enrollment is Anglo, 21 percent is Mexican American, and 4 percent is black. Two schools are predominantly Mexican American. They contain approximately 60 percent of the Mexican American enrollment at the junior high school level.

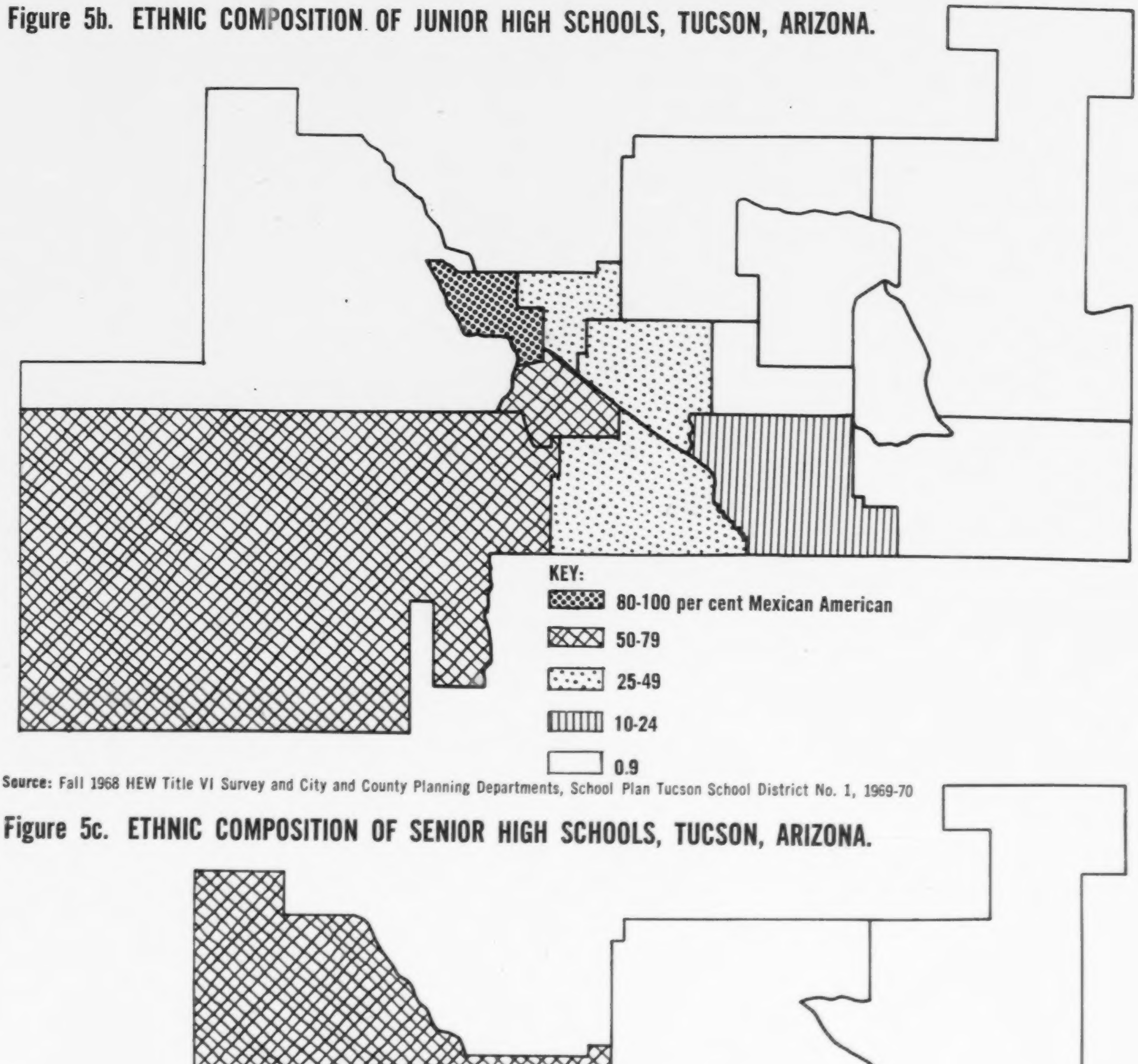
There is considerable ethnic imbalance among the junior high schools. About 70 percent of the Mexican American junior high school students go to schools which have a disproportionately high Mexican American enrollment. About 12 percent are in schools that have a disproportionately low

Figure 5a. ETHNIC COMPOSITION OF ELEMENTARY SCHOOLS, TUCSON, ARIZONA.


Santa Cruz River
Rillito River
University of Arizona
East Fifth Street
Aviation Highway
Pantano Wash
Davis—Monthan Air Force Base
KEY:
80-100 per cent Mexican American
50-79 percent
25-49 percent
10-24 percent
0-9 percent
✱ Not a School Attendance Zone

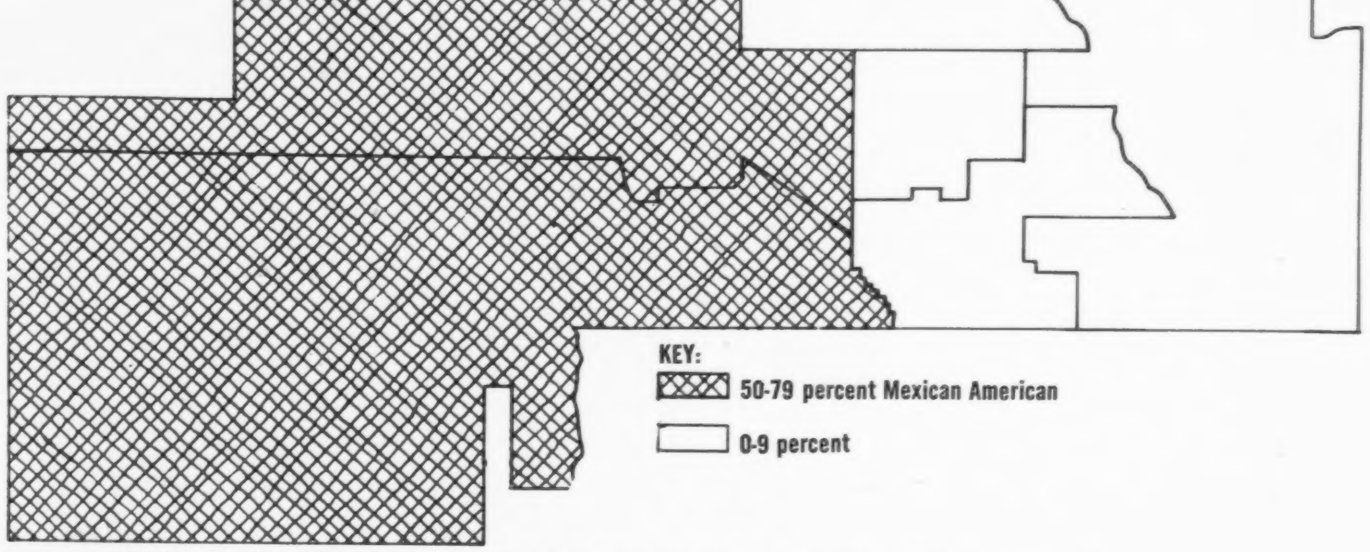
Source: Fall 1968 HEW Title VI Survey and City and County Planning Departments, School Plan Tucson School District No. 1, 1969-70

Figure 5b. ETHNIC COMPOSITION OF JUNIOR HIGH SCHOOLS, TUCSON, ARIZONA.


KEY:
80-100 per cent Mexican American
50-79
25-49
10-24
0.9

Source: Fall 1968 HEW Title VI Survey and City and County Planning Departments, School Plan Tucson School District No. 1, 1969-70

Figure 5c. ETHNIC COMPOSITION OF SENIOR HIGH SCHOOLS, TUCSON, ARIZONA.


KEY:
50-79 percent Mexican American
0-9 percent

Source: Fall 1968 HEW Title VI Survey and City and County Planning Departments, School Plan Tucson School District No. 1, 1969-70

Mexican American enrollment. Sixteen percent are in balanced schools.

The six senior high schools of Tucson have approximately 16,000 students, of whom 71 percent are Anglo, 23 percent are Mexican American, and 4 percent are black. All six schools are ethnically imbalanced. Two, Pueblo and Tucson, are predominantly Mexican American and contain more than four-fifths of the Mexican American enrollment. In the other four schools, Rincón, Palo Verde, Catalina, and Sahuaro, less than 10 percent of the enrollment is Mexican American.

TABLE 11.
NUMBER AND PERCENT OF MEXICAN AMERICAN PUPILS IN BALANCED AND IMBALANCED SCHOOLS, TUCSON, ARIZONA

Percent Mexican American by Grade Level and Range	Percent of Total Enrollment at Grade Level That Is Mexican American	Number of Schools	Mexican American Enrollment	Percent of Total Mexican American Enrollment
Elementary Schools	(28.2)			
0– 13.1*		28	914	11.1
13.2– 43.2**		11	1,490	18.1
43.3–100.0***		16	5,817	70.8
Total		55	8,221	100.0
Junior High Schools	(21.0)			
0– 5.9*		6	204	12.5
6.0– 36.0**/		2	264	16.1
36.1–100.0***		3	1,169	71.4
Total		11	1,637	100.0
Senior High Schools	(23.4)			
0– 8.3*		4	555	14.5
8.4– 38.4**		0	0	0
38.5–100.0***		2	3,262	85.5
Total		6	3,817	100.0
Special Educational Schools	(25.7)			
0– 10.6*		0	0	0
10.7– 40.7**		2	72	58.5
40.8–100.0***		1	51	41.5
Total		3	123	100.0

Source: Fall 1968 HEW Title VI Survey

*Schools that have a disproportionately low Mexican American enrollment (below the 15 percent deviation)

**Ethnically balanced schools

***Schools that have a disproportionately high Mexican American enrollment (above the 15 percent deviation)

All Schools—Approximately three-fourths of all Mexican American students in Tucson attend schools that have a disproportionately high Mexican American enrollment.[62] The remainder of the pupils are about equally distributed among balanced schools and schools that have a low Mexican American composition.

Eagle County School District, located in northwestern Colorado, has a small enrollment of 1,540 pupils. About 58 percent of the pupils are Anglo and nearly 42 percent are Mexican American. (See Appendix Table VII on p. 102.) The district maintains seven elementary schools, two junior-senior high schools, and one special education school.

A very high degree of ethnic imbalance characterizes the schools of the district. All of the elementary and junior-senior high schools are imbalanced. Only the special education school, which serves about a dozen students, is ethnically balanced. At the elementary level three schools, containing about 90 percent of the Mexican American elementary students, have a disproportionately high Mexican American enrollment. The ethnic composition of one of these schools is more than 95 percent Mexican American. At the junior-senior high level, one of the two schools has an enrollment that is nearly 70 percent Mexican American and houses almost 95 percent of all Mexican American pupils at this school level.

North Monterey County Union School District is about 100 miles south of San Francisco. The district provides education through the eighth grade[63] to approximately 3,200 students. About one-third of the enrollment is Mexican American, 62 percent is Anglo, and most of the remaining pupils are Oriental. (See Appendix Table VIII on p. 102.) Only one of the six schools in North Monterey County is ethnically balanced.[64] It contains nearly one-fourth of the Mexican American enrollment. Half of the Mexican Americans attend two imbalanced schools which are predominantly Mexican American. The other three schools in the district have a disproportionately low Mexican American composition.

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[62] This includes both those Mexican American pupils in ethnically imbalanced special education schools and those in regular elementary and junior and senior high schools. A disproportionately high Mexican American enrollment in special education schools or classes is not uncommon. Placement of Mexican American students in special education schools and classes for the educable mentally retarded will be discussed in a future Commission report.

[63] In some parts of California, separate districts provide elementary and secondary education.

6. Efforts to Eliminate Ethnic Imbalance: The California Experience

California, alone, of the five Southwestern States has taken official action to identify and eliminate ethnic imbalance in its schools. Title 5 of the California Administrative Code sets standards for measuring imbalance and outlines the remedies for correcting it. Its chief purpose is to eliminate and prevent imbalance caused by residential segregation. According to the administrative code, a school is imbalanced "if the percentage of pupils of one or more racial or ethnic groups differs by more than 15 percentage points from that in all the schools of the district."[65] An important provision of Title 5 is the requirement that governing boards of each school district "submit statistics sufficient to enable a determination to be made of the numbers and percentages of the various racial and ethnic groups in every public school under the jurisdiction of each . . . governing board."[66] Districts found to have imbalanced schools are required to study and consider alternative plans to correct such imbalance.

Under the mandate of Title 5, the California State Department of Education conducts annual surveys of the racial and ethnic composition of each school in the State. The department, utilizing information gathered in October 1968[67] and applying the criterion of 15 percent, has determined that 222 of California's 1,138 school districts have one or more imbalanced schools. Approximately 1,800 schools are imbalanced which represent slightly more than one-fourth of the schools in the State.[68] According to the procedure used by the department in measuring imbalance, 46 percent of the Mexican American enrollment in California is found in these imbalanced schools.[69]

In December 1969 the State department of education asked districts having imbalanced schools to file, no later than January 15, 1970, notice of their intention to study and consider possible alternative plans for preventing and eliminating such imbalance. Subsequently, 20 districts were removed from the imbalanced list for eliminating imbalance in their schools. Five others were discovered to have been incorrectly listed as having imbalanced schools. The overwhelming majority of the other districts [189] have declared an intention to study plans for eliminating imbalanced schools. Eight districts have failed to comply.[70]

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[64] In December 1969, the California State Board of Education asked districts having imbalanced schools to file notice of their intent to study plans for eliminating such imbalance. (See discussion on this page.) North Monterey County is among the few districts that have failed to comply. (See Appendix D on pp. 91 to 93.)

[65] California State Department of Education. *California Laws and Policies Relating to Equal Opportunities in Education.* Sacramento: 1969, p. 3.

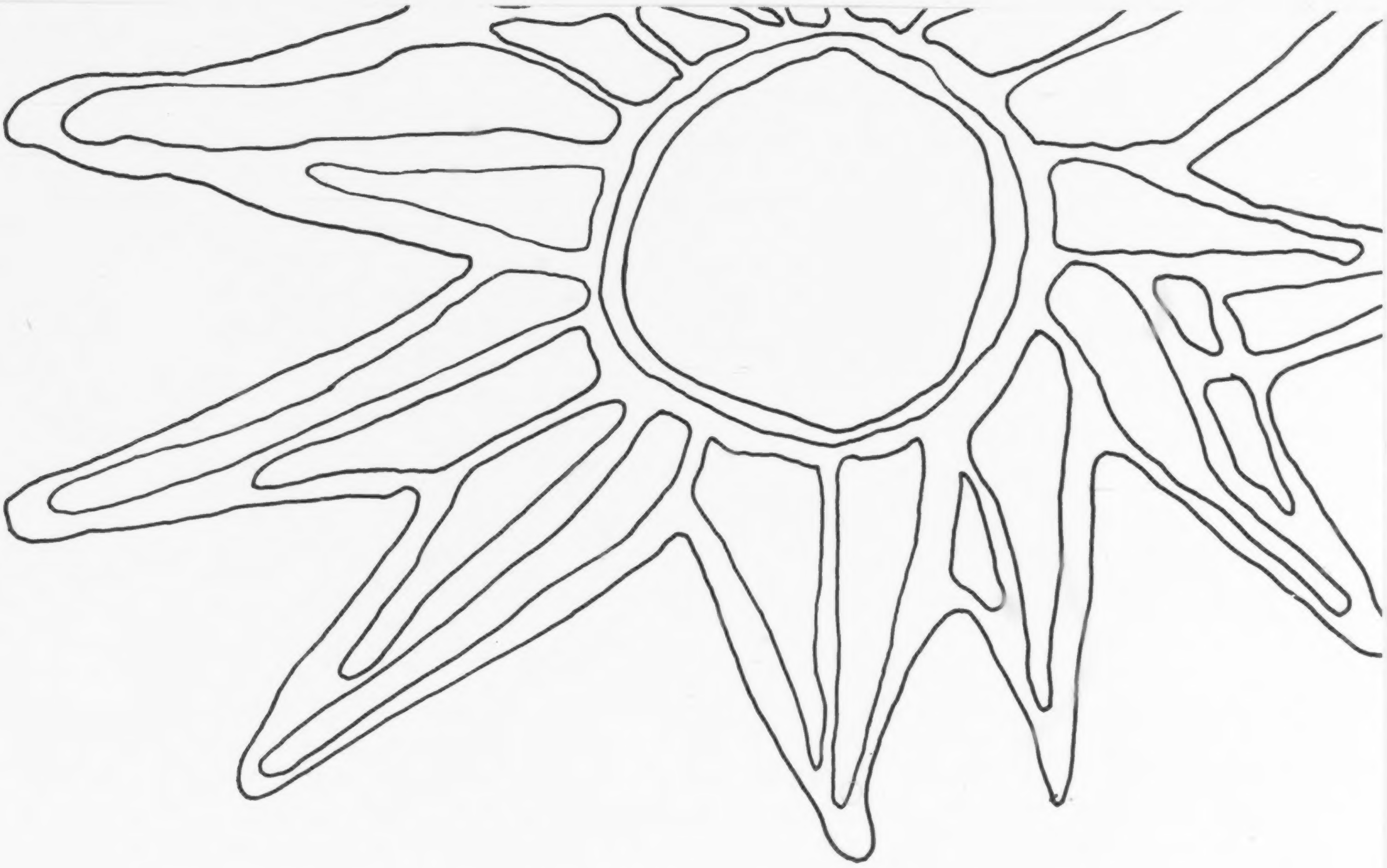
[66] *Ibid.*

[67] In 1968 the California State Department of Education did not conduct its own racial and ethnic survey but instead used the data gathered by HEW in its Fall 1968 Title VI Survey. Thus, in determining the extent of imbalance in this State, the California State Department of Education and the Commission have utilized the same source of information. In 1969 the California State Department of Education conducted its own survey. However, information for that year is not yet available.

[68] California State Department of Education. *Report to the State Board of Education.* "Procedures to Correct Racial and Ethnic Imbalance in California Public Schools." (Implementing Administrative Code, Title 5, Education, Sections 2010–2011.) Sacramento. 1970, p. 3.

[69] *Ibid.*, Figure 1, Appendix A. This figure includes Mexican American pupils who are in imbalanced schools in which either too few or too many students of one or more of the racial and ethnic groups are represented. It is higher than the percentage of Mexican American students which the Commission estimates are in imbalanced schools [29.6 percent]. (See Table 9 above on p. 30.) This discrepancy results, in part, from the fact that the Commission has counted only those pupils in schools that have an imbalanced Mexican American composition while the California department has also included those students in schools whose composition of other racial and ethnic groups is disproportionate to that of the district.

[70] *Ibid.*, pp. 4–5. A listing of all 222 districts indicating their individual status is included in Appendix Table D on pp. 91–93.



CHAPTER III. SIZE AND ASSIGNMENT OF SCHOOL STAFF

A. Teachers

1. Size of Classroom Teaching Staff

A very small proportion of the classroom teaching staff is Mexican American. Of approximately 325,000 teachers in the public schools of the Southwest, fewer than 12,000 [or 4 percent] are Mexican American. (See Table 12.) Nearly 90 percent of all teachers are Anglo; about 6 percent are black. Three-fourths of the Mexican American teachers in the Southwest are in Texas and California. Of the remainder, 15 percent are in New Mexico.

In all States Mexican Americans comprise substantially less of the teaching staff than they do of the student population. (See Figure 6.) They are most underrepresented in the teaching profession in California where only 2 percent of all teachers but 14 percent of all pupils are Mexican American. They are least underrpresented in New Mexico where 16 percent of the teachers and 38 percent of the pupils are Mexican American.

There is a corresponding overrepresentation of Anglos among teachers. Whereas in all States Mexican Americans comprise substantially less of the teaching staff than they do of the student population, among Anglos there are proportionately more classroom teachers than students. There are about four Anglo pupils for every Mexican American pupil in the Southwest. Yet the ratio of Anglo teachers to Mexican American teachers is about 25 to 1. In California there are five Anglo students for every Mexican American student but the ratio of Anglo teachers to Mexican American teachers is about 40 to 1. Even in New Mexico and Texas where the representation of Mexican Americans among teachers is better than in the other States, the comparison with Anglos is extremely unfavorable. In New Mexico there are 1.4 Anglo students for every Mexican American student, but the ratio of Anglo to Mexican American teachers is 5 to 1. In Texas there are three times as many Anglo students as Mexican American students. However,

TABLE 12.
DISTRIBUTION OF CLASSROOM TEACHERS BY STATE AND ETHNIC BACKGROUND

State	Anglo		Mexican American		Black		Others*		Total**	
	Number	Percent of Total Teachers	Number	Percent of Total Teachers	Number	Percent of Total Teachers	Number	Percent of Total Teachers	Number	Percent
Arizona	13,875	93.9	514	3.5	297	2.0	92	0.6	14,779	100.0
California	156,941	91.1	3,769	2.2	7,798	4.5	3,759	2.2	172,267	100.0
Colorado	21,052	95.3	497	2.3	392	1.8	137	0.6	22,079	100.0
New Mexico	8,956	81.9	1,774	16.2	117	1.1	87	0.8	10,934	100.0
Texas	87,105	83.1	5,133	4.9	12,293	11.7	227	0.2	104,757	100.0
Southwest**	287,929	88.6	11,688	3.6	20,897	6.4	4,302	1.3	324,816	100.0

Source: Fall 1968 HEW Title VI Survey
*Includes American Indians and Orientals
**Minute differences between the sum of numbers and totals are due to computer rounding.

the ratio of Anglo to Mexican American teachers is 17 to 1. (See Figure 6 above.)

Although blacks are also underrepresented among teachers, there are more black than Mexican American teachers. There are about two Mexican American pupils for every black pupil in the Southwest. The ratio of Mexican American to black teachers, however, is roughly the reverse: there are nearly twice as many black as Mexican American teachers. In California, Mexican American enrollment exceeds black enrollment by approximately 258,000, but there are more than two black teachers for every Mexican American teacher. In Texas, although there are 125,000 more Mexican American than black pupils, there are nearly two-and-one-half times as many black as Mexican American teachers.[71] Moreover, even in Colorado, New Mexico, and Arizona, where there are more Mexican American than black teachers, the proportion of black teachers more nearly approximates their share of the enrollment.

The pupil-teacher ratio within ethnic groups, that is, the number of pupils of each ethnic and racial group to each teacher of the same group, also graphically demonstrates the extent to which Mexican Americans are underrepresented among classroom teachers. In the Southwest as a whole, there are 120 Mexican American pupils for every Mexican American teacher. Among blacks the pupil-teacher ratio is 39 to 1, and among Anglos it is 20 to 1. In each of the States the Mexican American pupil-teacher ratio is higher than that for blacks or Anglos. The disparity in the representation of Mexican Americans versus that of blacks and Anglos is greatest in California. As nearly one-half of all Mexican American students are in California, the extent to which Mexican Americans are underrepresented among classroom teachers in this State becomes an important consideration because of the large number of pupils affected.

PUPIL-TEACHER RATIOS BY ETHNIC GROUPS

State	Mexican Americans	Blacks	Anglos
	Pupils-Teachers	Pupils-Teachers	Pupils-Teachers
Texas	98 : 1	31 : 1	19 : 1
California	172 : 1	50 : 1	21 : 1
New Mexico	58 : 1	48 : 1	16 : 1
Arizona	140 : 1	53 : 1	19 : 1
Colorado	144 : 1	45 : 1	20 : 1
Southwest	120 : 1	39 : 1	20 : 1

Source: Fall 1968 HEW Title VI Survey

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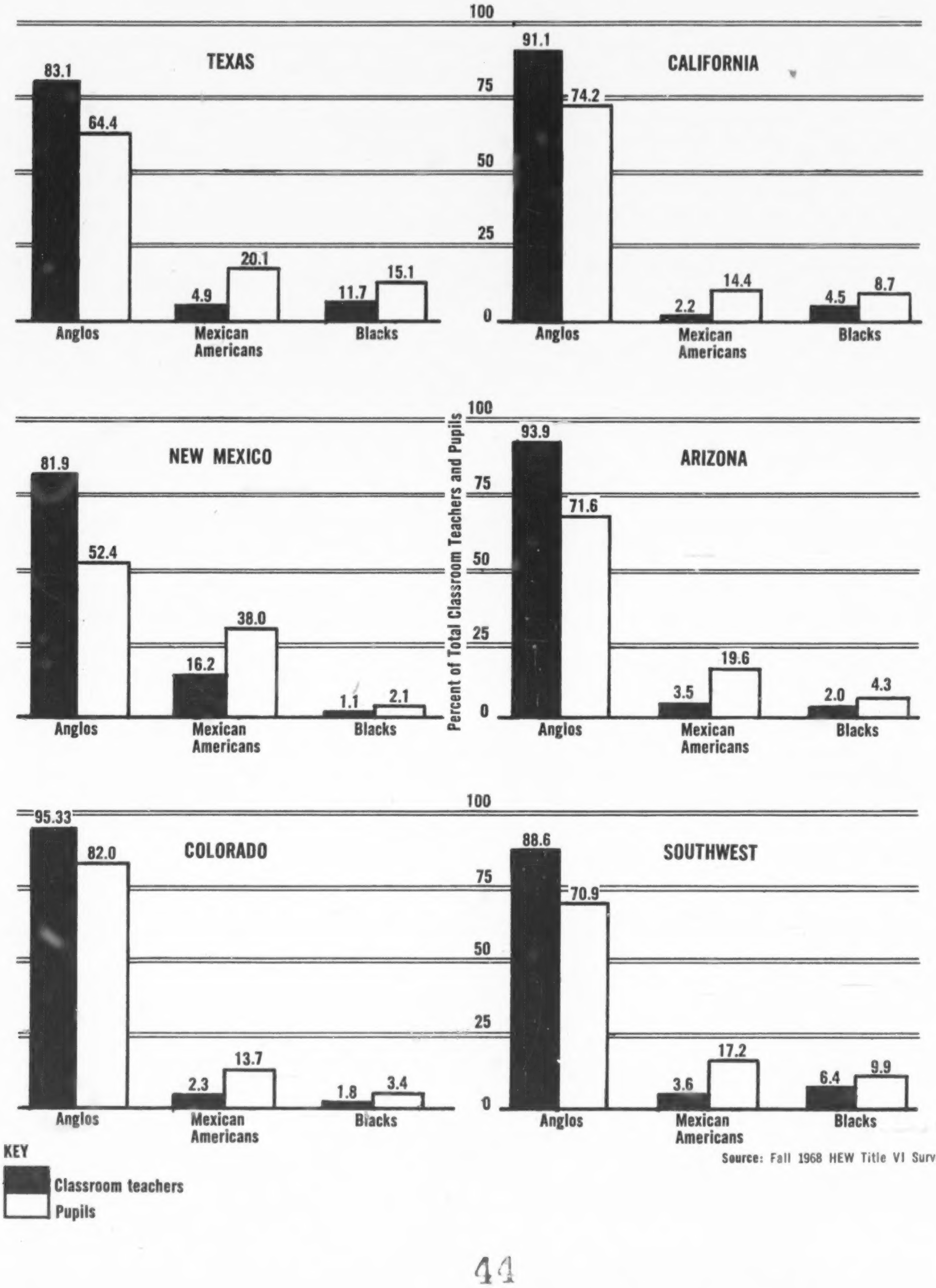
[71] Three-fifths of all black teachers in the Southwest are found in Texas. The concentration of this racial group in Texas is probably a legacy of the former dual educational system maintained by the State in which it was required by law that students and staff be of the same race.

Figure 6. COMPARATIVE REPRESENTATION OF TEACHERS AND PUPILS.



Source: Fall 1968 HEW Title VI Survey

2. School Assignment of Mexican American Teachers

Mexican American teachers are severely restricted in their school assignments. More than one-half [55 percent] of all Mexican American teachers in the Southwest teach in predominantly Mexican American schools. (See Table 13.) One-third are in schools that are nearly all Mexican American. Furthermore, even in schools that are predominantly Mexican American, teachers of this ethnic background make up less than one-third of the total teaching staff. The low representation of Mexican American teachers even in predominantly Mexican American schools, where they are concentrated, underscores the paucity of Mexican Americans employed as classroom teachers in the Southwest.

Proportionately more Mexican American teachers in Texas are in predominantly Mexican American schools than in any other State in the Southwest. Furthermore, only in Texas does the proportion of teachers in predominantly Mexican American schools substantially exceed that of pupils similarly situated. More than 80 percent of the approximately 5,000 Mexican American teachers compared to two-thirds of the students are in predominantly Mexican American schools. More than 60 percent of the teachers and 40 percent of the students are in schools that are nearly all Mexican American.

In New Mexico about 70 percent of all Mexican American teachers, compared to two-thirds of all students, are assigned to predominantly Mexican American schools. Twenty-five percent of the teachers and 20 percent of the pupils are in schools that are nearly all Mexican American.

In Arizona and Colorado but particularly in California, there are much lower proportions of

TABLE 13.
ASSIGNMENT OF MEXICAN AMERICAN TEACHERS BY MEXICAN AMERICAN COMPOSITION OF SCHOOLS

Percent Mexican American in School	Arizona	California	Colorado	New Mexico	Texas	Southwest*
			Number of Mexican American Teachers			
0– 24.9	213	2,488	235	246	629	3,812
25– 49.9	138	622	129	277	276	1,443
50– 79.9	130	383	83	809	1,121	2,526
80–100	33	275	51	442	3,107	3,907
TOTAL*	514	3,769	497	1,774	5,133	11,688
			Percent Distribution of Mexican American Teachers			
0– 24.9	41.4	66.0	47.3	13.9	12.3	32.6
25– 49.9	26.8	16.5	26.0	15.6	5.4	12.3
50– 79.9	25.3	10.2	16.7	45.6	21.8	21.6
80–100	6.4	7.3	10.3	24.9	60.5	33.4
TOTAL*	100.0	100.0	100.0	100.0	100.0	100.0
			Percentage of All Teachers That Are Mexican American			
0– 24.9	2.1	1.7	1.3	5.1	0.8	1.5
25– 49.9	4.9	3.2	4.8	13.7	2.8	3.9
50– 79.9	8.8	5.4	6.1	27.2	13.0	11.7
80–100	9.4	10.1	22.7	44.8	36.3	30.4
TOTAL*	3.5	2.2	2.3	16.2	4.9	3.6

Source: Fall 1968 HEW Title VI Survey
*Minute differences between the sum of numbers and totals are due to computer rounding.

FIGURE 7. LOCATION OF MEXICAN AMERICAN TEACHERS IN TEXAS BY DISTRICT AND SCHOOL

Number of Mexican American Teachers

Mexican American Composition of School.

Mexican American Composition of District	— 50%	+50%	Total
— 50%	693	394	1,087
50+%	212	3,834	4,046
Total by School	905	4,228	5,133

Total by District

Percent of Total Mexican American Teachers

Mexican American Composition of School

Mexican American Composition of District	— 50%	+50%	Total
— 50%	13.5	7.7	21.2
50+%	4.1	74.7	78.8
Total by School	17.6	82.4	100.0

Total by District

Source: Fall 1968 HEW VI Survey

both teachers and pupils in predominantly Mexican American schools. In California 18 percent of all Mexican American teachers and 28 percent of all Mexican American pupils are in predominantly Mexican American schools. Less than 10 percent of both Mexican American teachers and pupils are in schools nearly all Mexican American.

In Texas there is a direct correlation between the concentration of Mexican American teachers in predominantly Mexican American districts and the concentration of Mexican American teachers in predominantly Mexican American schools. As shown in Figure 7, approximately 4,050 Mexican American teachers, or nearly 80 percent, are employed by predominantly Mexican American districts. Not unexpectedly, the overwhelming number [about 3,840] are assigned to predominantly Mexican American schools. As a consequence, almost three-fourths of all Mexican American teachers in Texas are not only employed by predominantly Mexican American districts but are assigned to predominantly Mexican American schools. However, even though nearly all Mexican American teachers in predominantly Mexican American schools are employed in areas in which the school population is predominantly Mexican American, only about 25 percent of the classroom teachers assigned to these schools is Mexican American. Whereas most Mexican American teachers in Texas are employed by predominantly Mexican American districts, they are not employed in proportion to the Mexican American enrollment composition of the district.

B. Principals

1. Demographic Characteristics of Principals

If Mexican Americans are underrepresented in the ranks of teachers, they are even more underrepresented as principals. Of approximately 12,000 school principals in the Southwest, less than 400 [or 3 percent] are Mexican Americans while 4 percent of classroom teachers are Mexican American. About 11,000 principals [92 percent] are Anglo; more than 450 [4 percent] are black. (See Table 14.)

As with classroom teachers, the percentage of Mexican American principals is far below the proportion of Mexican American pupils. While 17 percent of all pupils in the Southwest are Mexican American only about 3 percent of the principals are of this ethnic background. Texas contains 35 percent of all the Mexican American principals in the Southwest, but they make up less than 4 percent of all principals in the State. In contrast, 5 percent of all of Texas' teachers and 20 percent of its students are Mexican American. Even in New Mexico and Arizona, where relatively more princi-

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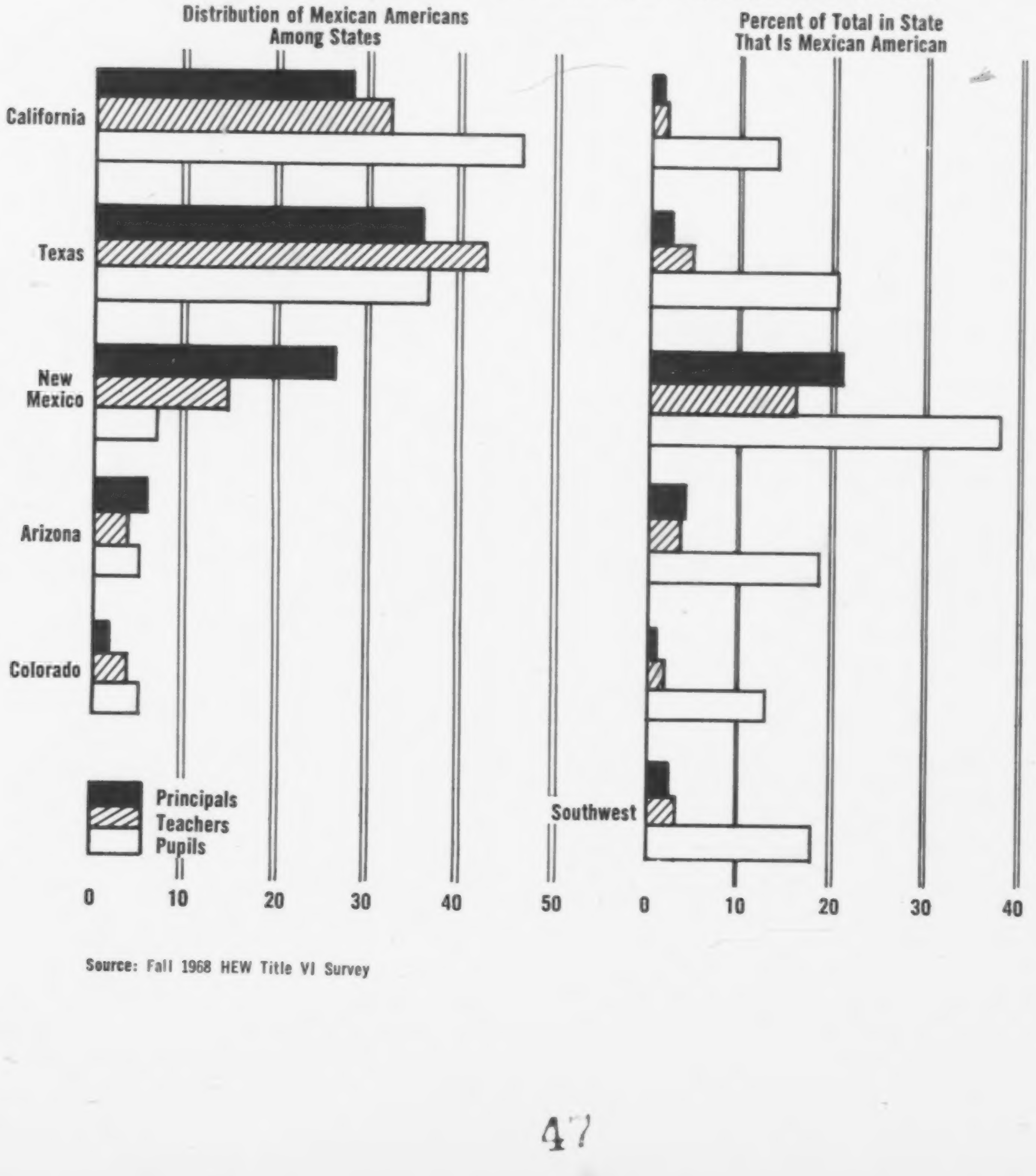
TABLE 14.
DISTRIBUTION OF PRINCIPALS BY STATE AND ETHNIC GROUP

State	Anglo		Mexican American		Black		Other*	Total**
	Number	Percent of Total Principals	Number	Percent of Total Principals	Number	Percent of Total Principals	Number	Number
California	5,681	96.0	109	1.8	90	1.5	39	5,920
Texas	3,505	87.8	137	3.4	342	8.6	8	3,992
Colorado	777	97.7	10	1.3	5	0.6	3	795
Arizona	444	93.1	21	4.4	11	2.3	0	477
New Mexico	406	78.5	106	20.5	4	0.8	1	517
Southwest**	10,814	92.4	384	3.3	452	3.9	52	11,701

Source: Fall 1968 HEW Title VI Survey
*Includes American Indian and Orientals
**Minute differences between the sum of numbers and totals are due to computer rounding.

Figure 8. COMPARATIVE DISTRIBUTION AND REPRESENTATION OF MEXICAN AMERICAN PRINCIPALS, TEACHERS, AND PUPILS AMONG THE FIVE SOUTHWESTERN STATES.



Source: Fall 1968 HEW Title VI Survey pals than teachers are Mexican American, the percentage of Mexican American principals is considerably below the ethnic group's proportion of the enrollment. (See Figure 8.)

2. School Assignment of Mexican American Principals

Overall, Mexican American principals are even more likely than either pupils or classroom teachers to be assigned to predominantly Mexican American schools. Nearly 65 percent of the Mexican American principals head predominantly Mexican American schools. By comparison, 55 percent of the teachers and 45 percent of the pupils are in such schools. More than two-fifths of all Mexican American principals are in schools that are nearly all Mexican American.

ASSIGNMENT OF MEXICAN AMERICAN PRINCIPALS BY MEXICAN AMERICAN COMPOSITION OF SCHOOLS: THE SOUTHWEST

Percent Mexican American of Enrollment	Number	Percentage Distribution of Mexican American Principals	Percent of Total Principals That are Mexican American
0– 24.9	84	21.9	0.9
25– 49.9	53	13.8	3.6
50– 79.9	85	22.1	10.0
80–100	162	42.2	31.5
Total	384	100.0	3.3

Source: Fall 1968 HEW Title VI Survey

As a corollary to the concentration of Mexican American principals in schools nearly all Mexican American, the proportion which they comprise of all principals heading such schools is almost 10 times greater than the proportion which they constitute of total principals in all schools. Nevertheless, even among schools nearly all Mexican American, they constitute less than one-third of all principals. This reflects the general low representation of Mexican Americans among school principals. In fact, so few Mexican Americans hold principalships that, although they are concentrated in schools that are heavily Mexican American, they constitute less than the majority of principals so assigned.

Of the approximately 250 Mexican American principals heading predominantly Mexican American schools in the Southwest, more than 130 or more than one-half are found in Texas.[72] Eighty [about one-third] are in New Mexico and most of the remainder [about 35] head schools in California. Of the 160 principals who are in schools nearly all Mexican American, 70 percent are located in Texas and nearly 25 percent are found in New Mexico.

As with teachers, the concentration of Mexican American principals in predominantly Mexican American schools in Texas is, for the most part, a result of the fact that almost all of them are employed by predominantly Mexican American districts in the southern part of the State. More than 120 Mexican American principals [nearly 90 percent] are in both predominantly Mexican American districts and schools. In contrast, slightly more than one-half of the Mexican American pupils in Texas are similarly situated. Even though most Mexican American principals in Texas are employed in predominantly Mexican American school population areas, less than 20 percent of the principals in predominantly Mexican American schools are of this ethnic background.

C. Other Full-Time School Staff [73]

This section treats professional school staff (other than teachers and principals), nonprofessional school staff, and teachers' aides as three separate personnel groups. The demographic characteristics and school assignment of these three groups differ greatly.[74] The employment and assignment of Mexican Americans in nonteaching professional positions resembles that of Mexican American teachers. Very few hold these positions, and many who do are assigned to schools that have a large Mexican American enrollment. Mexican Americans are more likely to be found in nonprofessional positions than other positions in the schools. Of all school staff positions, Mexican Americans constitute the largest proportion of those employed as teachers' aides.

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[72] In Texas, 97 percent of all principals are in predominantly Mexican American schools.

[73] The discussion in the preceding sections of this report on the demographic characteristics and school assignment of Mexican American students, teachers, and principals has been based on data gathered in the Fall 1968 HEW Title VI Survey. All the sections which follow draw from the Spring 1969 Survey conducted by the Commission in districts in which 10 percent or more of the enrollment is Mexican American. This and succeeding sections include no material related to the subjects covered in the previous sections. (A more detailed explanation of the Commission and HEW surveys is provided in the Preface. See pp. 7 to 8.)

1. Size of Staff

Professional Nonteaching Staff: In districts 10 percent or more Mexican American in the Southwest, a low proportion of those employed in professional nonteaching positions are Mexican Americans. As shown in Table 15, fewer than 600 Mexican Americans, or 6 percent of the total nonteaching professional staff in the Commission's survey area,[75] hold such jobs. In contrast, approximately 30 percent of the school population is Mexican American. Mexican Americans comprise the highest percentage of those in professional positions in New Mexico and the lowest in California and Arizona, but in each of the five Southwestern States, this ethnic group is vastly underrepresented in professional positions compared to its share of the school population. (See Figure 9.)

Nonprofessional Staff: Mexican Americans are more likely to be found in nonprofessional jobs than as nonteaching professionals. There is wide variation, however, in the type of position Mexican Americans obtain as nonprofessional staff. Thus, nearly 30 percent of the custodians, but less than 10 percent of the secretaries are Mexican American. Mexican Americans make up the largest part of the nonprofessional school work force in New Mexico and Texas. About 55 percent and 40 percent respectively of nonprofessionals in each State are Mexican Americans. Most of these are school custodians. In New Mexico 70 percent of all school custodians and slightly more than one-fourth of all secretaries are Mexican American. In Texas the corresponding percentages are about 55 and 15. In the other three States as well, Mexican Americans substantially comprise more of the custodial than of the secretarial personnel.

TABLE 15. NUMBER AND PERCENT OF NON-TEACHING FULL-TIME STAFF* IN THE SOUTHWEST**

(1)	(2)	(3)	(4)
Position	Total Number of Staff	Number of Mexican American Staff	Percent of Total Staff That is Mexican American Col. (3) ÷ Col. (2)
Nonteaching Professionals			
Assistant Principals	2,164	120	5.5
Counselors	3,388	184	5.4
Librarians	2,216	80	3.6
Others***	1,780	192	10.8
Total	9,548	576	6.0
Nonprofessionals			
Secretaries	12,036	1,144	9.5
Custodians	20,488	5,768	28.2
Total	32,524	6,912	21.3
Teachers' Aides****	7,688	2,608	33.9

Source: USCCR Spring 1969 Survey

*Since the employment and assignment of Mexican American principals has been discussed already, these nonteaching professionals are not treated in this section of the report.

**Districts 10 percent or more Mexican American.

***"Others" includes such professionals as activities directors, subject matter specialists, and nurses, all at the school level.

****Teachers' aides cannot be accurately grouped or placed into either the professional or nonprofessional categories. They are usually considered as paraprofessionals.

Teachers' Aides: In the Commission's survey area, proportionately more teachers' aides than nonteaching professionals, nonprofessionals, or students are Mexican American. The higher representation of Mexican Americans among teachers' aides than pupils largely reflects the employment

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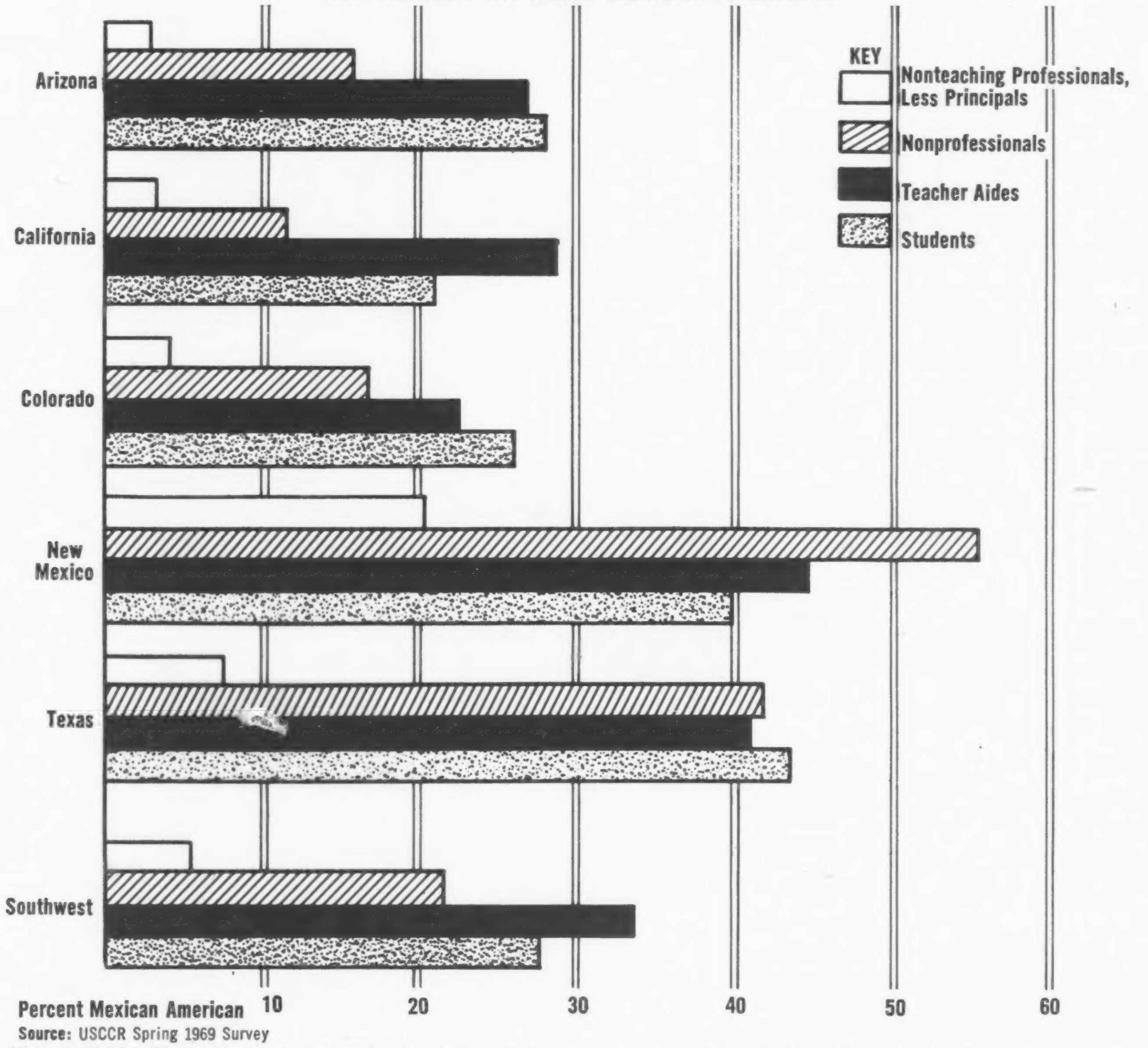
[74] Professional nonteaching school staff includes such positions as principals, assistant principals, counselors, librarians, and nurses. Although principals are nonteaching professionals, their demography and school assignment are not discussed in this section. Detailed information concerning them was available from HEW, and they, with teachers, were covered in previous sections. Nonprofessionals include secretaries and custodians. Teachers' aides are often regarded as paraprofessionals and do not fit well into either the professional or nonprofessional categories.

[75] The terms "districts 10 percent or more Mexican American", "the Commission's survey area", and "survey area" are used synonomously in this report.

Figure 9. REPRESENTATION OF MEXICAN AMERICAN SCHOOL STAFF AND STUDENTS IN DISTRICTS TEN PERCENT OR MORE MEXICAN AMERICAN.



Source: USCCR Spring 1969 Survey

*Note: In districts 10 percent or more Mexican American in the Southwest 28.5 percent of the enrollment is Mexican American compared to 17.2 percent in all districts of the region. For corresponding percentage differences in each of the States, see Table 2, p. 14.

patterns in California. This State and New Mexico are the only ones in which a higher percentage of teachers' aides than pupils are Mexican American. About 40 percent of all Mexican American teachers' aides in the Southwest are employed in California.

2. School Assignment

Professional Nonteaching Staff: Except for counselors, the majority of Mexican American nonteaching professionals are assigned to predominantly Mexican American schools. There is a rather even distribution of the Mexican American counselors regardless of school composition. A much larger proportion of the other Mexican American nonteaching professionals, such as assistant principals and librarians, is concentrated in schools that are 75 percent or more Mexican American. (See Table 16.)

However, regardless of the pattern of school assignment in all professional nonteaching positions, Mexican Americans are most highly visible in schools that are 75 percent or more Mexican American. Generally, the greater the Mexican American composition of the enrollment, the greater the proportion of Mexican Americans

TABLE 16.
EMPLOYMENT OF MEXICAN AMERICAN SCHOOL STAFF BY MEXICAN AMERICAN COMPOSITION OF SCHOOL ENROLLMENT IN DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN: THE SOUTHWEST

Positions Held by Mexican Americans	Mexican American Composition of Schools			
	0–24 Percent	25–49 Percent	50–74 Percent	75–100 Percent
Nonteaching Professionals				
Assistant Principals				
Number	24	8	24	64
Percent of Mexican Americans	20.0	6.7	20.0	53.3
Percent of Total in Position	1.8	1.6	15.0	38.1
Counselors				
Number	56	48	24	56
Percent of Mexican Americans	30.4	26.1	13.0	30.4
Percent of Total in Position	2.6	6.3	9.8	25.5
Librarians				
Number	8	16	8	48
Percent of Mexican Americans	10.0	20.0	10.0	60.0
Percent of Total in Position	0.7	3.0	3.3	20.0
Other Nonteaching Professionals				
Number	40	52	28	72
Percent of Mexican Americans	20.8	27.1	14.6	37.5
Percent of Total in Position	4.2	13.0	16.3	27.3
Nonprofessionals				
Secretaries				
Number	224	224	188	508
Percent of Mexican Americans	19.6	19.6	16.4	44.4
Percent of Total in Position	3.1	8.3	17.7	50.0
Custodians				
Number	2,040	1,316	980	1,432
Percent of Mexican Americans	35.4	22.8	17.0	24.8
Percent of Total in Position	16.5	29.3	53.8	79.2
Teachers' Aides				
Number	296	560	548	1,204
Percent of Mexican Americans	11.3	21.5	21.0	46.2
Percent of Total in Position	10.6	28.6	48.9	66.6
Pupils				
Number	258,280	295,008	202,880	329,028
Percent of Mexican Americans	23.8	27.2	18.7	30.3

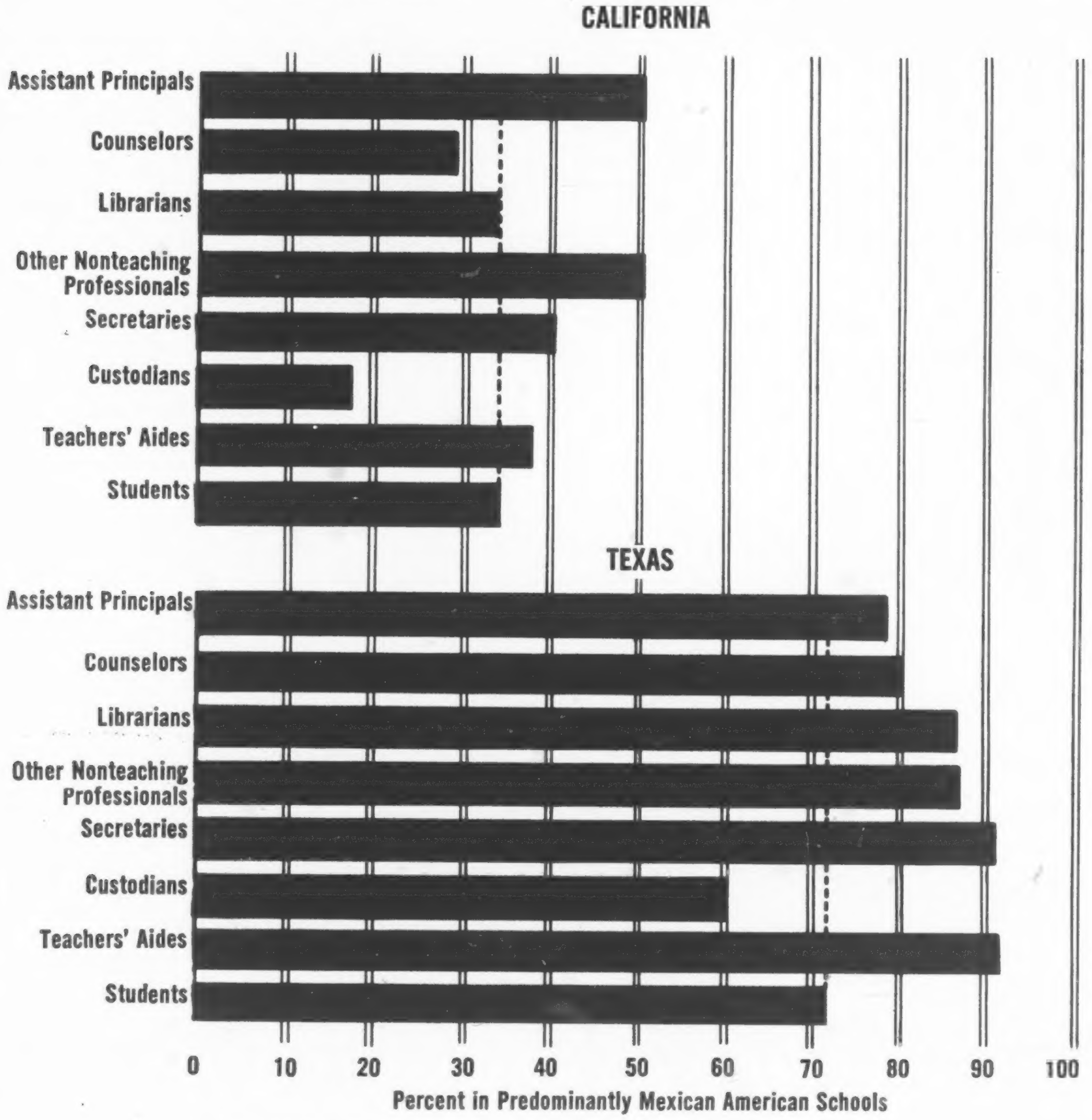
Source: USCCR Spring 1969 Survey

on the professional school staff. Nevertheless, even in schools that are 75 percent or more Mexican American, Mexican Americans constitute only a minority of the school staff.

The professional nonteaching staff is most extensively restricted in its school assignment in Texas, least in California. In Texas all professional librarians, 80 percent of the counselors and assistant principals, and nearly 90 percent of the other professional nonteaching staff, such as nurses and activities directors, are in predominantly Mexican American schools. (See Figure 10.) In California only assistant principals and other nonteaching professionals are concentrated to any significant degree in predominantly Mexican American schools.

Nonprofessional Staff and Teachers' Aides: Mexican American school secretaries and teachers' aides are likely to be assigned to predominantly Mexican American schools, especially to

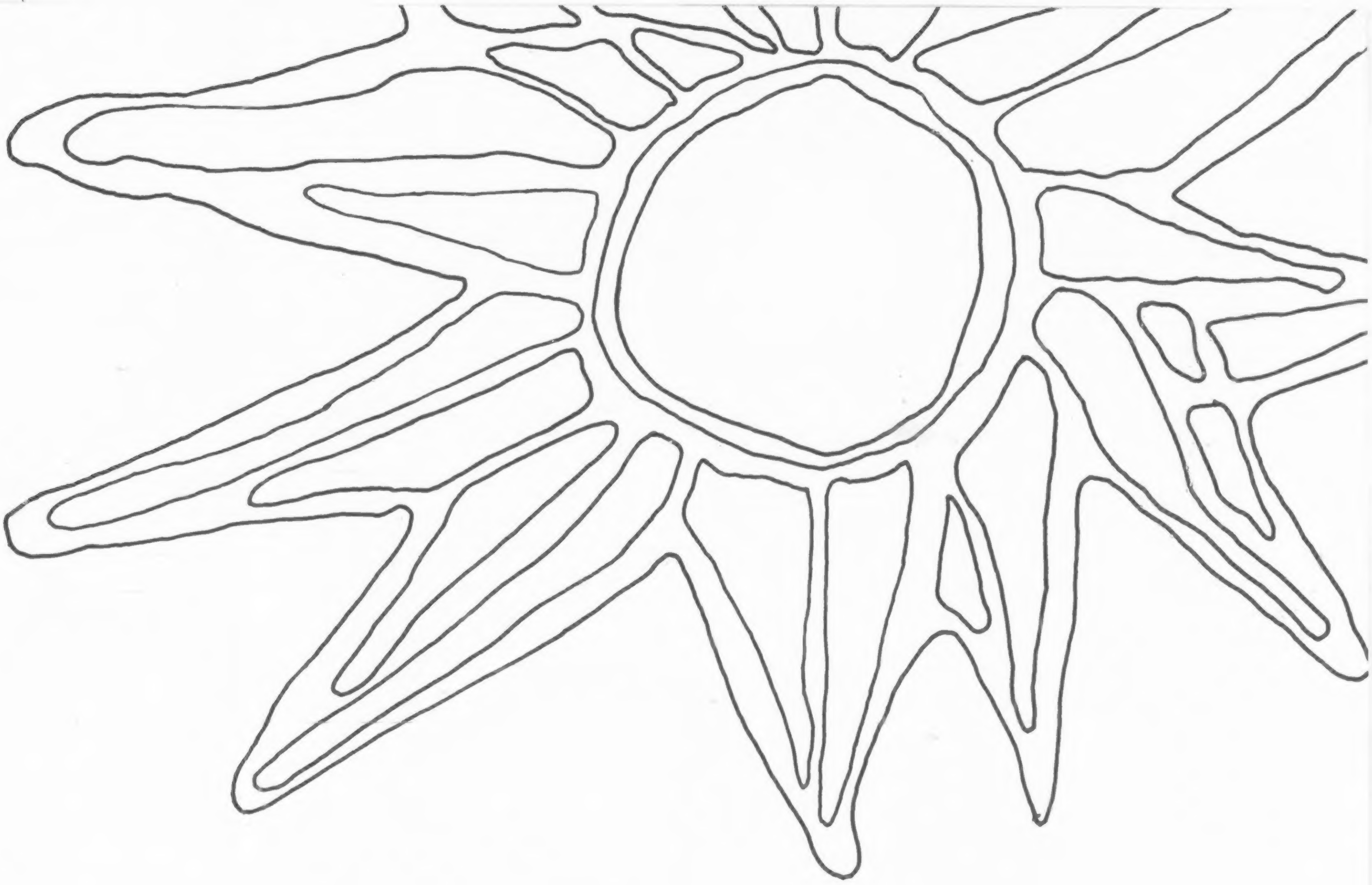
Figure 10. PROPORTION OF MEXICAN AMERICAN STUDENTS AND OTHER SCHOOL STAFF IN PREDOMINANTLY MEXICAN AMERICAN SCHOOLS. DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN. CALIFORNIA AND TEXAS.



Source: USCCR Spring 1969 Survey

those which have an enrollment 75 percent or more Mexican American. Although Mexican American custodians are more likely to be assigned to schools across the board, the pattern of school assignment for them closely approximates that of counselors and pupils. Even so, in predominantly Mexican American schools, there is a heavier representation of Mexican Americans among custodial staff than among clerical staff or teachers' aides. On the whole, in all schools irrespective of the Mexican American enrollment, they are more often found in positions of nonprofessionals or teachers' aides rather than nonteaching professionals.

The employment of nonprofessional staff in Texas and California follows a pattern similar to that of the professional nonteaching staff in these States. (See Figure 10.) In Texas about 90 percent of the secretaries and 60 percent of the custodial help are found in predominantly Mexican American schools. In California 41 percent of the secretaries and 18 percent of the custodians are in predominanatly Mexican American schools.



CHAPTER IV. SCHOOL DISTRICT ADMINISTRATORS AND SCHOOL BOARD MEMBERS

A. Professional Personnel at the District Level

Comparatively few Mexican Americans are employed among the professional personnel at the district level. Only about 480, or 7 percent, of more than 6,750 professionals in the survey area are Mexican Americans. About 50 of the 480 are superintendents and associate or assistant superintendents. Nearly 55 percent of the Mexican Americans holding these top district positions are employed in New Mexico, although slightly less than 10 percent of the Mexican American students in the survey area are in this State. Approximately 80 percent of the Mexican Americans in other district professional positions are in Texas and California. These two States combined contain about 80 percent of the Mexican American students in the survey area.

Mexican Americans form a smaller part of total district professional staff then they do of enrollment. Throughout the Southwest, proportionally four times as many students as district level professionals are Mexican American. Generally, persons of this ethnic group make up a larger proportion of the work force in the positions of social worker, attendance officer, Federal programs director, and community relative specialist [76] than they do of other district level staff positions. (See Figure 11.)

Nearly half of the Mexican Americans in the survey area who hold professional positions in district offices are employed by school districts that are predominantly Mexican American. More than 70 percent of the 235 persons employed in predominantly Mexican American districts are in Texas. About 140 Mexican American professionals [30 percent] are in districts in which 10 to 23 percent of the enrollment is Mexican American.

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[76] About 75 percent of Mexican American community relations specialists are employed by California school systems.

52/53

MEXICAN AMERICAN COMPOSITION OF DISTRICT LEVEL PROFESSIONAL STAFF. DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN

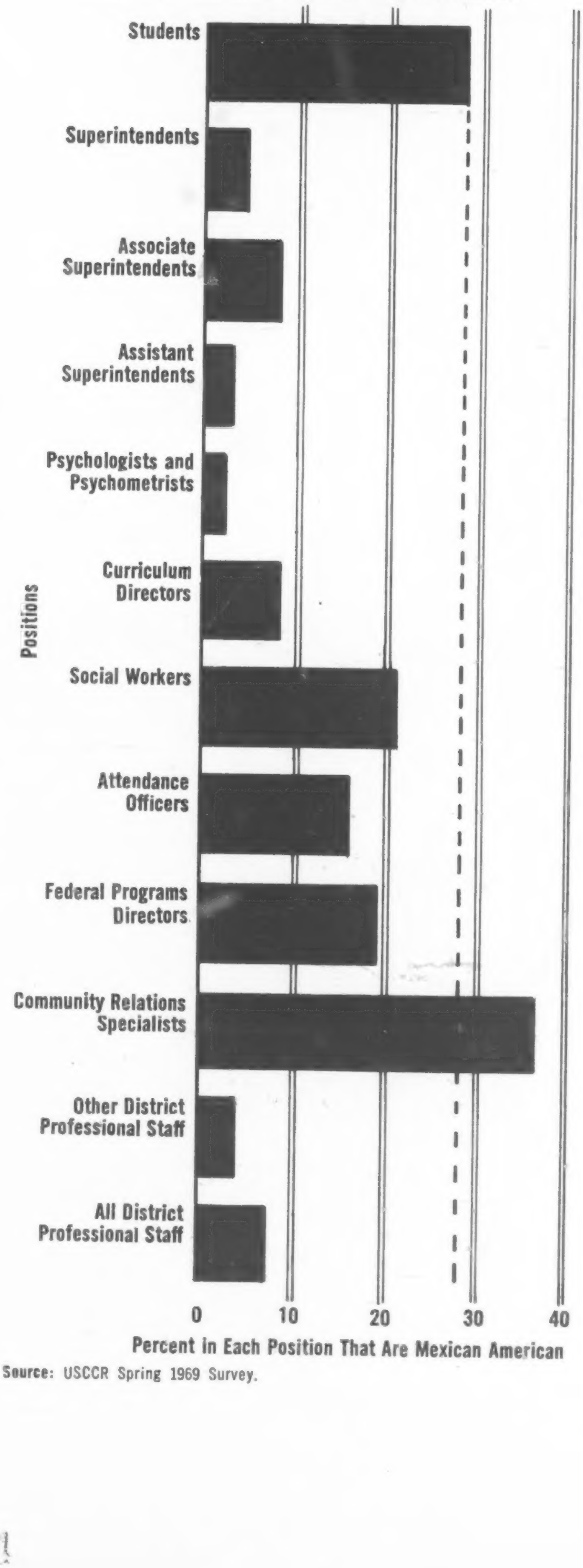
State	District Level Professional Staff		Percent of Staff That Is Mexican American	Percent of Enrollment That Is Mexican American
	Total Number*	Number of Mexican Americans*		
Arizona	313	12	3.8	28.5
California	4,235	178	4.2	21.5
Colorado	594	26	4.4	26.5
New Mexico	305	77	25.3	40.0
Texas	1,303	188	14.5	43.6
Southwest	6,751	481	7.1	28.5**

Source: USCCR Spring 1969 Survey.

*Differences between the sum of the numbers and totals are due to computer rounding.

**Note: In districts 10 percent or more Mexican American in the Southwest, 28.5 percent of the enrollment is Mexican American while in all districts of the region 17.2 percent of the enrollment is Mexican American. For percent of enrollment that is Mexican American in all districts in each of the States see Table 2 on page 17.

Figure 11. PERCENT OF STUDENTS AND DISTRICT PROFESSIONAL STAFF THAT ARE MEXICAN AMERICAN. DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN. THE SOUTHWEST.



Source: USCCR Spring 1969 Survey.

Nearly all of these professionals are in California.

Texas and California employ more than three-fourths of all Mexican American district level professionals in the survey area [39 percent in Texas and 37 percent in California]. However, the degree to which these district employees are concentrated in substantially Mexican American districts differs sharply. In Texas nearly 90 percent are employed by predominantly Mexican American districts. In California less than 10 percent work in predominantly Mexican American districts, but more than 65 percent are in districts 10 to 23 percent Mexican American.

DISTRIBUTION OF MEXICAN AMERICAN DISTRICT PERSONNEL BY PERCENT MEXICAN AMERICAN ENROLLMENT IN DISTRICT: THE SOUTHWEST

Percent Mexican American of District Enrollment	Number of Mexican American Staff	Percent of Mexican American Staff
A. 10–23*	143	29.7
B. 24–37*	40	8.3
C. 38–49*	55	11.4
D. 50–100**	235	48.8
E. Minority***	9	1.9
Total****	481	100.0

Source: USCCR Spring 1969 Survey

*Percent Mexican American enrollment in districts in which total Anglo enrollment exceeds the sum of American Indian, Negro, and Oriental pupils.

**Predominantly Mexican American districts in which the remaining enrollment is comprised of any combination of all other ethnic groups, including Anglos.

***All school districts 10 to 49.9 percent Mexican American not included in A through C above.

****Differences between the sum of the numbers and totals are due to computer rounding.

B. Members of Boards of Education

School board members play a very important role in the establishment of school policies and the conduct of school business. State laws grant broad discretionary powers for governing school districts to members of boards of education. Among the administrative matters upon which board members have final authority to act are hiring and assignment of teachers, principals, and other educational staff, selection of school sites, and the designation of school attendance areas.

Of approximately 4,600 board of education members in the Commission's survey area, 470, or 10 percent, are Mexican American and about 4,000, or 87 percent, are Anglo. Other minority groups constitute less than 3 percent of the total.

Slightly more than two-thirds of the Mexican Americans serve on boards in Texas and New Mexico. With few exceptions, Mexical Americans in these two States serve on boards of predominantly Mexican American school districts located in high density Mexican American areas of south Texas and northern New Mexico.

DISTRIBUTION OF MEXICAN AMERICAN BOARD MEMBERS BY STATE, DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN

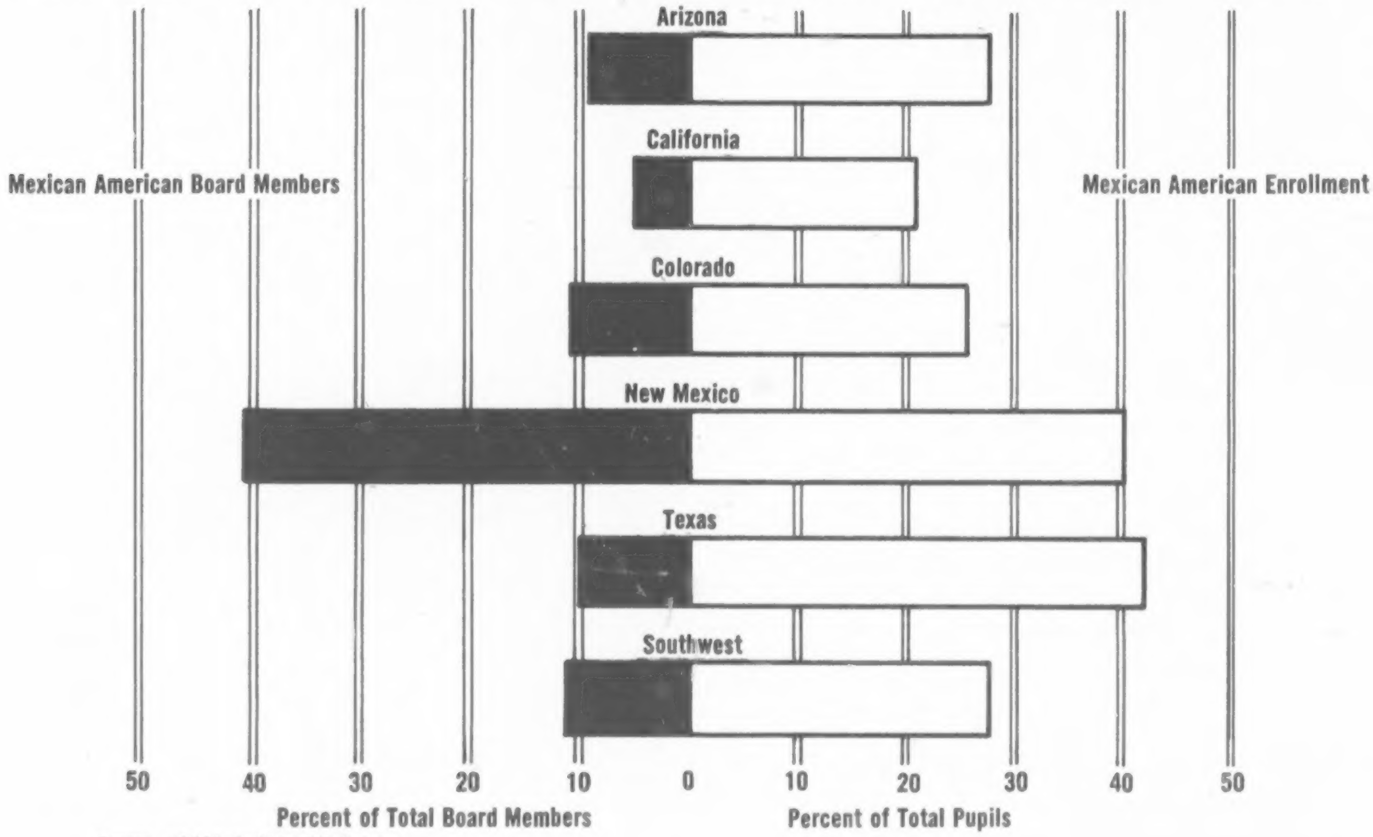
State	Number of Mexican American Board Members	Percent of Total Mexican American Board Members in Each State
Texas	197	41.7
California	91	19.3
New Mexico	123	26.1
Arizona	28	5.9
Colorado	33	7.0
Southwest	472	100.0

Source: USCCR Spring 1969 Survey

By and large, Mexican Americans are underrepresented on boards of education. Proportionately, for the Southwest as a whole, the Mexican American representation of the school enrollment is nearly three times greater than its proportion of the school board membership. (See Figure 12.) The disparity is greatest in Texas even though this State has the largest number of Mexican American school board members [197] in the survey area.

In Texas the proportion of school enrollment that is Mexican American is more than four times greater than the proportion of Mexican American school board members. An estimated 10.3 percent of the school board members and 43.4 percent of the school population are Mexican American. Mexican Americans are almost as underrepresented on school boards in California as in Texas;

Figure 12. PROPORTION OF SCHOOL BOARD MEMBERSHIP THAT IS MEXICAN AMERICAN COMPARED TO ENROLLMENT THAT IS MEXICAN AMERICAN. DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN.



Source: USCCR Spring 1969 Survey.

5.4 percent of boards of education members and 21.5 percent of enrollment are Mexican American. Only in New Mexico are Mexican Americans approximately equally represented on boards of education and in the school enrollment. Here about 40 percent of both board members and pupils are Mexican American.

The overwhelming majority of Mexican American board members are in predominantly Mexican American districts. Of the more than 470 Mexican American board members in the Commission's survey area, 320, or about two-thirds, are on boards in predominantly Mexican American districts.

By no means are all board members in predominantly Mexican American districts on predominantly Mexican American boards. Only an estimated 174 Mexican Americans, or about 55 percent of those in predominantly Mexican American districts, serve on a school board in which they constitute the majority of the members. Of these, 113 are in the districts that are nearly all Mexican American.

DISTRIBUTION OF MEXICAN AMERICAN BOARD MEMBERS IN THE SOUTHWEST BY PERCENT MEXICAN AMERICAN OF DISTRICT ENROLLMENT

Percent Mexican American of District Enrollment	Number of Mexican American Board Members	Percent of Mexican American Board Members
A. 10– 23*	38	8.1
B. 24– 37*	43	9.1
C. 38– 49*	51	10.8
D. 50–100**	320	67.8
E. Minority***	20	4.2
Total****	472	100.0

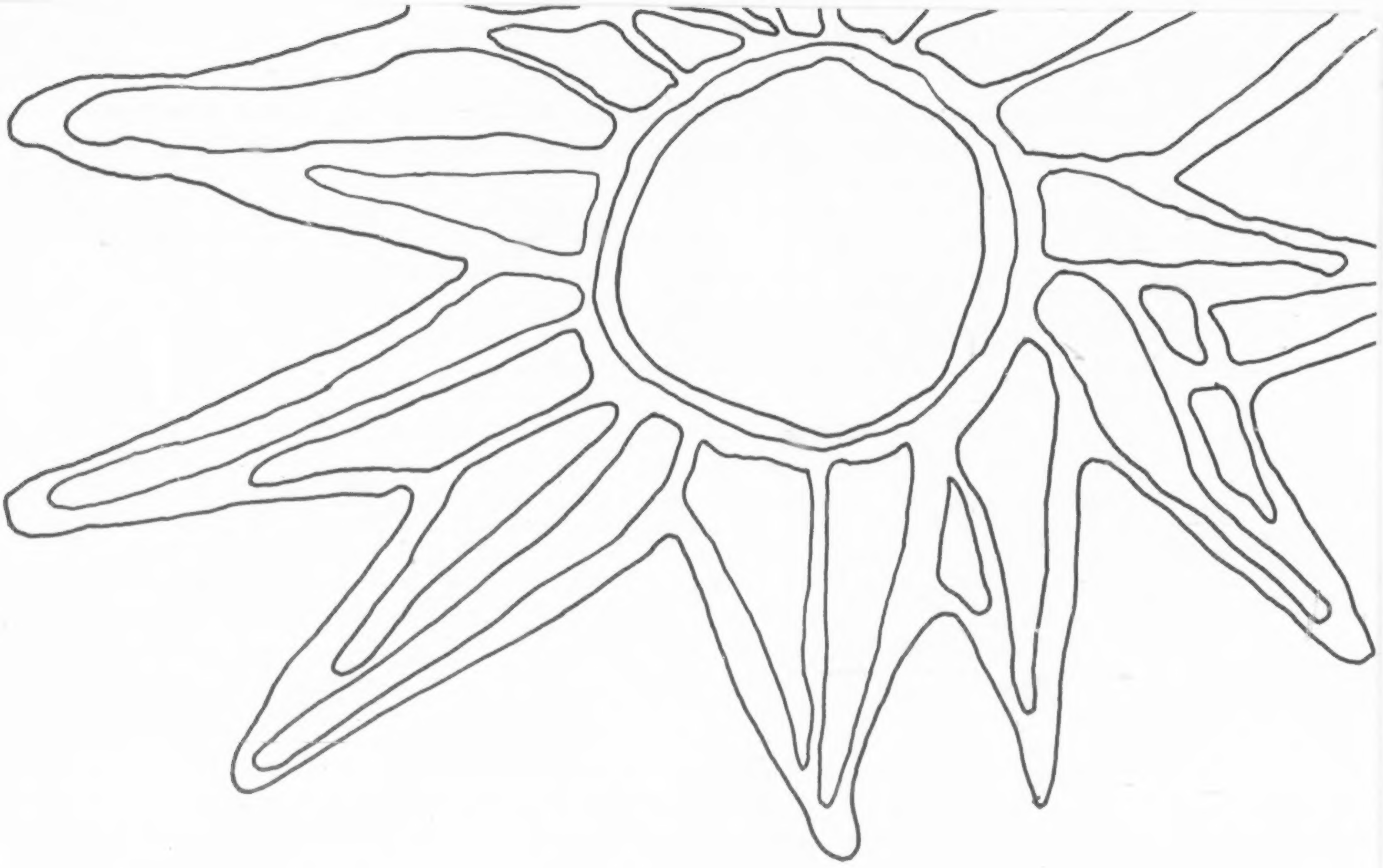
Source: USCCR Spring 1969 Survey

*Percent Mexican American enrollment of districts in which total Anglo enrollment exceeds the sum of American Indian, Negro, and Oriental enrollment.

**Predominantly Mexican American districts in which the remaining enrollment is any combination of all other ethnic groups, including Anglos.

***All school districts 10–49.9 percent Mexican American not included in A through C above.

****Differences between the sum of the numbers and totals are due to computer rounding.



SUMMARY AND CONCLUSIONS

Three basic findings stem from the Commission's study of the demographic characteristics and ethnic isolation of Mexican American students and staff in the Southwest: (1) public school pupils of this ethnic group are severely isolated by school district and by schools within individual districts; (2) for the most part, Mexican Americans are underrepresented on school and district professional staffs and on boards of education, i.e., they constitute a substantially lower proportion of both staff and board membership than they do of enrollment; and (3) the majority of Mexican American staff and school board members are found in predominantly Mexican American schools or districts.

There are about two million Spanish surname students, including Mexican Americans, Puerto Ricans, Cubans, and other Latin Americans, in the public schools of the continental United States. The second largest minority group in the public schools, they constitute about 5 percent of the total U.S. school population.

Approximately 1.4 million, or 70 percent of the Spanish surname pupils, attend school in the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas. Almost all of these pupils are Mexican Americans. The largest minority group in the schools of the region, they comprise 17 percent of the total enrollment. More than four-fifths are in two States, California and Texas, with nearly 50 percent in California alone. However, Mexican Americans constitute more of the enrollment [38 percent] in New Mexico than in any other State.

The Mexican American population is primarily urban. The majority of Mexican American pupils attend school in large urban districts that have enrollments of 10,000 or more. In each State one or more of the large urban districts contain a significant proportion of the Mexican American enrollment: Los Angeles, Calif.; San Antonio, El Paso, and Houston, Tex.; Denver, Colo.; Albuquerque, N. Mex.; and Tucson, Ariz.

Within each of the States the Mexican American school population is concentrated in specific regions or geographic areas. In Texas nearly two-thirds of all Mexican American pupils attend school in the counties located along or near the Mexican border. In this area, about three of every five students are Mexican American. To a lesser extent Mexican Americans also are concentrated in the counties of north-central New Mexico, southern Colorado, southern Arizona, and in the agricultural valleys and southern coastal areas of California.

While Mexican American pupils are unevenly distributed among the States and concentrated in specific geographic areas within each State, they are also concentrated or isolated in districts and schools of the Southwest. About 404,000 Mexican American pupils, or 30 percent of this ethnic group's enrollment in the Southwest, attend schools in approximately 200 predominantly [50 percent or more] Mexican American districts in the region.

The largest number of predominantly Mexican American districts is in Texas. Ninety-four predominantly Mexican American districts, almost all of which are located in the southern part of the State, contain nearly 60 percent of the State's total Mexican American enrollment. About 20 percent of Texas' Mexican American students attend school in districts which are nearly all [80 percent or more] Mexican American.

Most of the other predominantly Mexican American districts are in California and New Mexico. Together, these States contain as many predominantly Mexican American districts as Texas [about 90]; however, the total Mexican American school population of these districts is much smaller. They include only about 94,000 Mexican American pupils [55,000 in California and 39,000 in New Mexico].

The isolation of Mexican American pupils in predominantly Mexican American districts results in part from their concentration in specific geographic areas of each State. However, many of these students are isolated in districts which are contiguous to predominantly Anglo districts. In San Antonio, five districts located in the heart of the city are predominantly Mexican American and contain 90 percent of all Mexican Americans in the area. Well over one-half of the Anglo public school enrollment is in eight predominantly Anglo districts which surround the core city. Each of the five predominantly Mexican American districts borders on one or more of the Anglo districts.

A large proportion of the Mexican American enrollment in the Southwest also tends to be concentrated in a comparatively small number of schools. Approximately 1,500 schools [12 percent] are predominantly Mexican American. They house about 635,000 pupils, or 45 percent of the total Mexican American enrollment in the Southwest. Nearly 300,000 pupils, or more than 20 percent, are in schools which have between an 80 and 100 percent Mexican American student body. These pupils are most severely isolated in schools in Texas and New Mexico. In these two States, two-thirds of all Mexican American students attend predominantly Mexican American schools. In Texas about 40 percent are in schools nearly all-Mexican American. Students of this minority group are least isolated in California, where less than 30 percent are found in predominantly Mexican American schools.

At the elementary school level, Mexican American experience the greatest degree of ethnic isolation. One-half of the Mexican American elementary students attend predominantly Mexican American schools, while about 35 percent of their secondary school enrollment is in predominantly Mexican American schools.

A major aspect of the Commission investigation was directed to ascertaining the extent to which the Mexican American composition of schools does not closely resemble that of the districts in which they are located. Schools with a Mexican American enrollment significantly at variance with that of the district's school population were considered to be ethnically imbalanced.

In applying the concept of ethnic imbalance to the Mexican American enrollment in the schools, a 15 percent standard of deviation is permitted. Thus, schools are categorized as imbalanced only if the Mexican American composition is more than 15 percent greater or less than the composition of the district.

Three facets of ethnic imbalance were examined: (1) its presence throughout the Southwest; (2) its presence in both large and small districts; and (3) its presence in both predominantly Mexican American and Anglo districts.

Several important findings emerge when the Mexican American composition of the schools in the Southwest is compared to that of the districts in which they are located:

(1) A considerable proportion of Mexican American students in the Southwest attend ethnically imbalanced schools. About 30 percent are in schools that have a Mexican American enrollment in excess of the 15 percent standard of deviation. Three percent are in schools that have a disproportionately low Mexican American enrollment below the 15 percent deviation. Two-thirds attend ethnically balanced schools.

(2) The extent of ethnic imbalance does not differ sharply among the five States. Even in New Mexico and Texas, the extent of imbalance does not vary appreciably from that in other States although in each of these two States two-thirds of the Mexican American pupils are isolated in predominantly Mexican American schools. Many of these schools fall within the 15 percent deviation and are ethnically balanced.

(3) Four of the largest school districts in the Southwest account for a significant percentage of the Mexican American students who are in schools that have a disproportionately high Mexican American enrollment. Each of these districts—Los Angeles, Denver, Albuquerque, and Tucson—contains proportionately more of the students in these imbalanced schools than their share of the total Mexican American enrollment in each respective State.

(4) Although these four large districts account for much of the imbalance in their States, ethnic imbalance is not necessarily contingent on the size of district. There is considerable ethnic imbalance in small or medium sized districts as well.

(5) The extent of imbalance is not influenced by the ethnic composition of the district. Imbalanced schools can be found in both predominantly Mexican American and predominantly Anglo districts.

For example, in Harlandale Independent School District, a large district located in the south-central part of the city of San Antonio, about half of the Mexican American students attend schools that have a disproportionately high Mexican American enrollment. In two small predominantly Mexican American districts in south and west Texas, there is nearly complete segregation of Mexican American and Anglo pupils at the ele-

mentary school level. In the Tucson School District, which is predominantly Anglo, three-fourths of the Mexican Americans are in schools that have a disproportionately high Mexican American enrollment. In two small predominantly Anglo districts—one in northern Colorado and the other in the central coastal area of California—about 90 percent and 50 percent, respectively, of the Mexican American students are in schools that have a high Mexican American enrollment.

California alone of the five Southwestern States has taken action to eliminate ethnic imbalance in its schools. This State has enacted a law to eliminate and prevent the growth of segregation in the schools caused by patterns of residential segregation. The law declares a school to be imbalanced "if the percentage of pupils of one or more racial or ethnic groups differs by more than fifteen percentage points from that in all schools of the district." [77] It also requires districts having imbalanced schools to study and consider alternative plans to correct such imbalance.

Utilizing information gathered in October 1968 and applying the 15 percent measure of racial and ethnic imbalance, the California State Department of Education has determined that 222 of the State's 1,138 school districts have imbalanced schools. These districts contain approximately 1,800 imbalanced schools or slightly more than one-fourth of the 6,600 schools in the State. According to the California procedure for measuring imbalance, 46 percent of the Mexican American enrollment in the State attends ethnically imbalanced schools.[78] In December 1969 these districts were requested to file notice with the State department of education of their intent to study and consider possible alternative plans for preventing and eliminating racial and ethnic imbalance. Twenty-five districts have been removed from the list of those maintaining imbalanced schools. The overwhelming majority of the remaining districts [189] have declared their intention of studying plans to eliminate imbalanced schools. Only eight districts have declined to declare such an intention.

The Commission's report also examines the representation and school assignment of Mexican Americans holding the following school positions: classroom teachers, school principals, assistant or vice principals, counselors, librarians, other professional nonteaching school staff, secretaries, custodians, and teachers' aides. Except for those in the positions of custodian or teachers' aide, Mexican Americans comprise substantially less of school staff than they do of enrollment. Also, with the exception of counselors and custodians, Mexican Americans on school staffs are more likely to be found in predominantly Mexican American schools than are students.

Mexican Americans are grossly underrepresented among teachers. Of approximately 325,000 teachers in the Southwest, only about 12,000, or 4 percent, are Mexican American, while about 17 percent of the enrollment is Mexican American. In contrast, proportionately more teachers than pupils are Anglo. Furthermore, black teachers, although they are also underrepresented, outnumber Mexican American teachers by almost two to one. School systems in Texas and California employ three-fourths of all Mexican American teachers. Most of the other Mexican American teachers [15 percent] are found in New Mexico.

Proportionately more Mexican American teachers [55 percent] than pupils [45 percent] are found in predominantly Mexican American schools. One-third of the teachers are in schools whose enrollments are 80 percent or more Mexican American. Although the larger number of Mexican American teachers is assigned to predominantly Mexican American schools, they still constitute a very low percentage of teachers in these schools, mainly because so few members of this ethnic group are employed as teachers.

A much higher percentage of Mexican American teachers in Texas than in California are in predominantly Mexican American schools. More than 80 percent of all Mexican American teachers in Texas are assigned to schools that have at least a 50 percent Mexican American enrollment; more than 60 percent of the Mexican American teachers

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[77] California State Department of Education. *California Laws and Policies Relating to Equal Opportunities in Education* Sacramento 1969, p. 3.

[78] This figure includes Mexican American pupils who are in imbalanced schools in which either too few or too many students of one or more of the racial and ethnic groups are represented. It is higher than the percentage of Mexican Americans which the Commission estimates to be in imbalanced schools. This discrepancy results, in part, from the fact that the Commission has counted only those pupils in schools that have an imbalanced Mexican American composition while the California department has also included those students in schools whose composition of other racial and ethnic groups is disproportionate to that of the district.

are in schools with an enrollment that is at least 80 percent Mexican American. The distribution of Mexican American teachers in California is roughly the reverse of that in Texas. In California more than 80 percent of all Mexican American teachers are assigned to schools in which pupils of this ethnic group *do not* constitute the majority of the enrollment. Two-thirds of Mexican American teachers are in schools in which less than 25 percent of the enrollment is Mexican American.

An even smaller proportion of principals than teachers is Mexican American. Of approximately 12,000 school principals in the Southwest, less than 400 [3 percent] are Mexican American. More than 90 percent of all Mexican American principals are employed in Texas, California, and New Mexico. As with teachers, proportionately more principals than students are Anglo. Further, Mexican American principals are outnumbered by black principals.

Mexican American principals are even more likely than either pupils or classroom teachers to be assigned to predominantly Mexican American schools. Nearly 65 percent of Mexican American school principals are found in schools in which Mexican American pupils form the majority of the enrollment. More than 40 percent are in schools in which from 80 to 100 percent of the pupils are Mexican American. However, Mexican Americans represent a very low proportion of all principals assigned to predominantly Mexican American schools. This is true primarily because so few Mexican Americans are employed as principals.

Employment and school assignment patterns for Mexican Americans in other nonteaching professional positions such as assistant principals, counselors, and librarians, is similar to that of Mexican American teachers and principals. Very few occupy such positions, and those who do, are, for the most part, assigned to schools that are predominantly Mexican American. To a greater extent Mexican Americans are employed as teachers' aides or as nonprofessionals, especially custodians, rather than as professionals.

In the area of the Southwest surveyed by the Commission, approximately 480, or about 7 percent of more than 6,750 professionals employed in school district offices, are Mexican American.[79]

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[79] The Commission's survey conducted in Spring 1969 covered districts in the Southwest that have an enrollment which is 10 percent Mexican American or more. The Commission also utilized data from the U. S. Department of Health, Education, and Welfare Fall 1968 racial and ethnic survey, which included the same districts surveyed by the Commission as well as those that have less than a 10 percent Mexican American enrollment. The discussion relative to students, teachers, and principals was drawn from the HEW survey as tabulated by the Commission.

About 50 of the 480 are superintendents or associate or assistant superintendents. The majority of Mexican Americans holding these positions are in New Mexico. Most Mexican Americans in other district level professional positions are in Texas and California. Mexican Americans constitute a smaller proportion of total district professional staff than they do of enrollment. Generally, they occupy a larger proportion of the work force in the positions of social worker, attendance officer, Federal programs director, and community relations specialist than they do in other district level staff positions. Almost half of the Mexican Americans in the survey area who hold staff positions in district offices are employed by districts that are predominantly Mexican American. More than 70 percent of the 235 persons so situated are in Texas. The majority of those employed by districts not having a predominantly Mexican American enrollment are found in California.

Mexican Americans are also underrepresented on local boards of education. Of approximately 4,600 school board members in the Commission's survey area only about 470, or 10 percent, are Mexican American. Slightly more than two-thirds of these Mexican Americans serve on boards in Texas and New Mexico. Nearly 70 percent of the 470 Mexican American board members are found in predominantly Mexican American districts. However, even in predominantly Mexican American communities, this ethnic group is generally underrepresented on the board of education. About 175 Mexican American board members, or 55 percent of the 320 who are in predominantly Mexican American districts, serve on a school board in which they constitute the majority of members. Nearly all [113] of those serving on predominantly Mexican American boards are in districts that are 80 to 100 percent Mexican American in school population.

APPENDIX A

REPORTING REQUIREMENT:
This report is required pursuant to the HEW Regulation (45 CFR 80) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964. Section 80.6(b) of the Regulation provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form and containing such information as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this Regulation

* * * * * *

If you have any questions write:
Office for Civil Rights
Department of Health, Education & Welfare
Box 14195
Washington, D.C. 20044
or telephone 202-338-7866

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office for Civil Rights
Washington, D.C.

SCHOOL SYSTEM REPORT
FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY
Required Under Title VI of the Civil Rights Act of 1964
Due October 15, 1968

FORM
OS/CR 101
(5/68)

Budget Bureau
No:51-R550

Expiration
Date: 6/30/69
101

I. Name of School System __________

II. Street Address __________

III. City, County, State, Zip Code __________

IV. Name of Chief Administrative Officer of School System __________

V. Most recent type of Assurance of Compliance accepted by HEW:

- ☐ HEW Form 441
- ☐ HEW From 441-B
- ☐ Assurance of Compliance with Court Order
- ☐ Other. Please explain: __________

VI. Number of Schools in this School System. ☐

VII. Students and Professional Staff.

Report number of persons in each category. Do not use percentages.	Column 1 School System Total (BOTH minority and non-minority groups)	MINORITY GROUP (Persons included in Column 1 who are members of the minority groups listed below) Column 2 American Indian	Column 3 Negro	Column 4 Oriental	Column 5 Spanish Surnamed American	Column 6 Total Minority Group (Sum of Columns 2, 3, 4, and 5)
A. Enrolled Students.						
B. Full-Time Professional Instructional Staff	▨	▨	▨	▨	▨	▨
(1) Assigned to One School Only						
(2) Assigned to More Than One School						
(3) TOTAL of (1) and (2)						

To assure the submission of correct Title VI compliance data, check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this form. Be sure there is an Individual School Report for each of the schools (or separate campuses) reported in Item VI.

Certification: I certify that the information given with this report is true and accurate to the best of my knowledge and belief. A willfully false statement is punishable by law. (U.S. Code, Title 18, Section 1001).

____
Signature and Title of Person Furnishing Information

____
Telephone Number

____
Date Signed

HEW LEGAL

Continued...

APPENDIX A (continued)

REPORTING REQUIREMENT:

This report is required pursuant to the HEW Regulation (45 CFR 80) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964. Section 80.6(b) of the Regulation provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form and containing such information as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this Regulation.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office for Civil Rights
Washington, D.C.

INDIVIDUAL SCHOOL REPORT
FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY

Required Under Title VI of the Civil Rights Act of 1964

Due October 15, 1968

102

FORM
OS/CR-102
(5/68)

Budget Bureau
No: 51-R0662

Expiration
Date: 6/30/69

I. Name of School System ______________________

II. OCR School System Number ______________________

III. Name of School ______________________

IV. Street Address ______________________

V. City, County, State, Zip Code ______________________

VI. A. Number of Campuses at this School ☐ NOTE: File a separate report form (OS/CR 102) for each campus.

B. Grades offered (Put an "x" in the appropriate box for each grade offered at this school)

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

VII. Students and Professional Staff

Report number of persons in each category. Do not use percentages.	Column 1 School Total (BOTH minority and non-minority groups)	MINORITY GROUP MEMBERSHIP OF STUDENTS AND PROFESSIONAL STAFF (Persons included in Column 1 who are members of the minority groups listed below)				
		Column 2 American Indian	Column 3 Negro	Column 4 Oriental	Column 5 Spanish Surnamed American	Column 6 Total Minority Group (Sum of Columns 2,3,4, and 5)
A. Enrolled Students.						
B. Professional Instructional Staff Assigned to this School on a Full-Time Basis	▨	▨	▨	▨	▨	▨
(1) The Principal						
(2) Assistant Principals						
(3) Classroom Teachers						
(4) Other Instructional Staff						
(5) Total of (1),(2),(3),(4), above for each column.						

C. Data for Item VII furnished as of (Date) ______________________

VIII. In what school year (e.g., 1966-67) did this school first enroll students? ______________________

IX. S[illegible] in which additions to this school, if any, were opened. Include only the two most recent additions. Do not include additions [illegible] 1964-1965 school year. For the purpose of this question, additions do NOT include (A) temporary structures, such as mobile classrooms, or (B) structures which do not increase the student capacity of the school, such as a cafeteria, gymnasium, or school library. (If no additions, write "NONE.")

1. ______________________ 2. ______________________

To assure the submission of correct Title VI compliance data, please check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this Form.

Certification: I certify that the information given above is true and correct to the best of my knowledge and belief. (A willfully false statement is punishable by law. U.S. Code Title 18, Section 1001.)

______________________ Signature and Title of Person Furnishing Information

______________________ Telephone Number

______________________ Date Signed

ORIGINAL—RETURN TO OFFICE FOR CIVIL RIGHTS (LEGAL)

APPENDIX B

UNITED STATES COMMISSION ON CIVIL RIGHTS
WASHINGTON, D.C. 20425

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A. Glickstein
Acting Staff Director

Enclosures

MEXICAN AMERICAN EDUCATION STUDY

Superintendent Information Form

General Instructions

A. *The person completing this questionnaire should be the superintendent or his official delegate.*

B. *Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.*

C. *Use additional pages where necessary.*

D. **INSTRUCTIONS FOR DETERMINING ETHNIC AND RACIAL GROUPINGS:** *Wherever ethnic and racial data are requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

i.	**SPANISH SURNAMED AMERICAN:**	*Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American, or other Spanish-speaking origin. This group is often referred to as Mexican American, Spanish American, or Latin American; local usage varies greatly. In this questionnaire, the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.*
ii.	**NEGRO:**	*Persons considered in school or community to be of Negroid or black African origin.*
iii.	**ANGLO:**	*White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.*
iv.	**OTHER:**	*Persons considered as "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.*

E. *If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.*

OFFICIAL DISTRICT NAME________________________________

DISTRICT MAILING ADDRESS________________________________
Street Address or P.O. Box Number

____
Town *County* *State* *Zip Code*

TELEPHONE NUMBER___( )________________
Area Code *Number*

NAME OF SUPERINTENDENT OF SCHOOLS________________________________

SIGNATURE________________________________ **DATE**____________

NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT THIS QUESTIONNAIRE IF OTHER THAN SUPERINTENDENT________________________________

SIGNATURE________________________________ **DATE**____________

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

Budget Bureau No. 115-S69001; Approval Expires February 28, 1970

MEXICAN AMERICAN EDUCATION STUDY

Superintendent Information Form

1. *List all the schools in this district. For each school, give the average daily attendance for the month of October 1968. Round answers to the nearest whole number.* **Time period if other than October 1968 ______________**
Use additional pages where necessary.

School Name	For USCCR use only	Average Daily Attendance*

**Average daily attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days the school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.*

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA** ; *Not Available*—**?**; *None*—**0**

Questions 2 and 3 instructions: If there is only one secondary school in this district, do not answer questions 2 and 3. Proceed to question 4.

2. A. Name the secondary school in this district which had the highest percentage of its 1968 graduates enter two or four year colleges.____________________ FOR USCCR USE ONLY

B. What percent of that school's 1968 graduates entered two or four year colleges?________________%

C. What percent of that school's 1968 Spanish Surnamed graduates entered two or four year colleges?__________%

3. Name the secondary school in this district which has had the highest dropout rate so far this year.____________________ FOR USCCR USE ONLY

Question 4 instructions: If there is only one elementary school in this district, do not answer question 4. Proceed to question 5.

4. Name the elementary school in this district whose pupils had the highest average reading achievement test scores in the 1967-1968 school year.____________________ FOR USCCR USE ONLY

5. *If since June 1968 this district has conducted, sponsored or paid for any in-service teacher training for any course in column (i), enter the appropriate data about that training in columns (ii) through (v).* **If this district has not conducted, sponsored or paid for any such training since June 1968, check here ☐ and proceed to Question 6.**

(i)	(ii)	(iii)	(iv)	(v)
Course	Total number of hours this course met, per teacher – summer 1968	Total number of hours this course met, per teacher – academic year 1968-1969	Number of teachers in in-service training in summer 1968	Number of teachers in in-service training in academic year 1968-1969
A. English as a second language for the Spanish speaking (instruction in English for those who know little or no English)				
B. Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language				
C. Mexican or Spanish history or culture				
D. Mexican American, Spanish American, or Hispanic history or culture				
E. Remedial reading				
F. Other subjects relative to Mexican Americans: *(Specify.)*__________				

LEGEND: *Unknown*–**UNK.;** *Estimate*–**EST.;** *Not Applicable*–**NA.;** *Not Available*–**?;** *None*–**0**

6. *List the professional personnel for this district as of March 31, 1969, by ethnic and by educational background. Give data about these individuals in as many (vertical) columns as requested. Do not assign any individual to more than one (horizontal) row. Although it is recognized that a person's activities may fall under more than one category, each person should be assigned in accordance with his major activity. Exclude personnel assigned to schools.*	ETHNIC GROUP				EDUCATION		
	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number with Bachelor's Degree only	Number with Master's Degree, but not Doctor's Degree	Number with Doctor's Degree
A. Superintendent of schools (or acting)							
B. Associate Superintendents of schools							
C. Assistant superintendents of schools							
D. Psychologists or psychometrists							
E. Social workers							
F. Attendance officers							
G. Federal programs directors							
H. Curriculum directors							
I. Community relations specialists							
J. All others not assigned to schools							

7. *Using one line for each Board of Trustees member, list the principal occupation of each by code number. Refer to the list below for code. If you cannot ascertain which code is appropriate for a given Board Member, specify his occupation. Indicate ethnic group, the number of years each has served on the Board, and years of education.*

	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)
Occupation if code number is not known	Occupation code number	Spanish Surnamed American	Negro	Anglo	Other	Number of years served on Board	Number of years of school completed or highest degree attained
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							

1. Business owners, officials and managers
2. Professional and technical services
3. Farmers
4. Sales and clerical
5. Skilled craftsmen, other skilled workers and foremen
6. Semi-skilled operators and unskilled workers
7. Service workers
8. Housewives
9. Retired

8. **Has this district employed consultants on Mexican American educational affairs or problems this school year?** *(Check one only.)*

A. ☐ No
B. ☐ Yes, for a total of one day only
C. ☐ Yes, for a total of two to four days
D. ☐ Yes, for a total of five to seven days
E. ☐ Yes, for a total of eight to ten days
F. ☐ Yes, for a total of more than ten days

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available* —**?**; *None*—**0**

9. Has this district appointed, elected or recognized a district-wide volunteer advisory board (or committee) on Mexican American educational affairs or problems, which has held meetings this school year? *(Check one only.)*

A. ☐ No
B. ☐ Yes, it has met only once this year.
C. ☐ Yes, it has met for a total of two to five times this year.
D. ☐ Yes, it has met for a total of six to fifteen times this year.
E. ☐ Yes, it has met for a total of more than fifteen times this year.

10. If you answered "Yes" to question 9, what actions, programs or policies has the committee recommended during the 1968-1969 school year? *(Check all which apply.)*

A. ☐ Ethnic balance in schools
B. ☐ In-service teacher training in Mexican American history or culture, or in bilingual education, or in English as a second language
C. ☐ Employment of Spanish Surnamed teachers or administrators
D. ☐ Pupil exchange programs with other districts or schools
E. ☐ Expanded PTA activities relative to Mexican Americans
F. ☐ Changes in curriculum to make it more relevant for Mexican Americans
G. ☐ Bilingual-bicultural organization in a school or the school system
H. ☐ Other *(Specify.)*____

11. Does this district have a written school board policy discouraging the use of Spanish by Mexican American pupils:

A. On the school grounds? Yes ☐*1* **No** ☐*2*

B. In the classroom (except Spanish classes)? Yes ☐*1* **No** ☐*2*

If you answered "Yes" to A or B above (question 11), please attach a copy of that policy and give us the date it was made effective.

FOR USCCR USE ONLY

12. As of March 31, 1969, what was the total school district membership, by ethnic group, in the following grades:

	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other	(v) Total Number
A. First Grade					
B. Fourth Grade					
C. Eighth Grade					
D. Twelfth Grade					

13. *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

LEGEND: ***Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0**

APPENDIX C

UNITED STATES COMMISSION ON CIVIL RIGHTS
WASHINGTON, D.C. 20425

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A. Glickstein

Howard A. Glickstein
Acting Staff Director

Enclosures

MEXICAN AMERICAN EDUCATION STUDY

School Principal Information Form

General Instructions:

A. *The person completing this questionnaire should be the school principal or his official delegate.*

B. *Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.*

C. *Use additional pages where necessary.*

D. **Instructions for determining ethnic and racial groupings:** *Wherever ethnic and racial data is requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

i.	SPANISH SURNAMED AMERICAN:	*Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American or Spanish-speaking origin. This group is often referred to as Mexican, Spanish American, or Latin American; local usage varies greatly. For the purposes in this questionnaire the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.*
ii.	NEGRO:	*Persons considered in school or community to be of Negroid or black African origin.*
iii.	ANGLO:	*White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.*
iv.	OTHER:	*Persons considered "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.*

E. *If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.*

F. *After completing all items in this questionnaire, please return the questionnaire in accordance with your superintendent's instructions.*

SCHOOL NAME ______________________________

MAILING ADDRESS ______________________________
Street Address or P.O. Box No.

____
Town *County* *State* *Zip Code*

TELEPHONE NUMBER ____________________
Area Code *Number*

NAME OF SCHOOL DISTRICT ______________________________

NAME OF PRINCIPAL ______________________________

SIGNATURE ____________________ **DATE** ____________

NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT QUESTIONNAIRE IF OTHER THAN THE PRINCIPAL ______________________________

SIGNATURE ____________________ **DATE** ____________

LEGEND: ***Unknown–UNK.; Estimate–EST.; Not Applicable–NA.; Not Available–?; None–0***

76/77

MEXICAN AMERICAN EDUCATION STUDY

School Principal Information Form

1. **If this school has received ESEA, Title I funds during the current (1968-1969) school year, check here.** ☐

2. **Is this school:** *(Check no more than one.)*

   A. ☐ A social adjustment school primarily for children who have disciplinary problems?
   B. ☐ Primarily for the physically handicapped?
   C. ☐ Primarily for the mentally retarded?
   D. ☐ Primarily for the emotionally disturbed?
   E. ☐ *(California only).* A continuation school?
   F. ☐ Organized primarily as some combination of A, B, C, D, or E? *(Specify.)* ____________________

   If you checked any of the above (A, B, C, D, E, or F in question 2), do not answer any further questions; return this questionnaire in accordance with your superintendent's instructions.

3. **What was the average daily attendance for this school in the month of October 1968 or, if not available for that month, for the time period nearest to or including October 1968?** *(Round answer to nearest whole number.)* ________________
   Time period if not October 1968 ________________________________

   Question 3 instructions: Average Daily Attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.

4. **Which best describes the locality (incorporated or unincorporated) of this school?** *(Check one only.)*

   A. ☐ Under 5,000 inhabitants
   B. ☐ 5,000 to 49,999 inhabitants
   C. ☐ 50,000 to 250,000 inhabitants
   D. ☐ Over 250,000 inhabitants

5. **Which best describes the attendance area of this school (the area from which the majority of pupils come)?** *(Check one only.)*

   A. ☐ A rural area
   B. ☐ A suburb
   C. ☐ A town or a city

6. **How many square feet of outdoor play area (including athletic area) does this school have?** *(Round answer to the nearest thousand square feet.)* ____________________

7. **Is (are) any grade(s) in this school (excluding kindergarten) on double sessions?** Yes ☐ *1* No ☐ *2*

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

78/79

8. *List full-time staff by ethnic group and professional background as of March 31, 1969 unless data are unavailable for that date. In that case follow General Instructions, item B, page 2.*

Reporting date if not March 31, 1969____________________

DO NOT assign any individual to more than one horizontal row; assign each in accordance with his major activity. Assign individuals to as many columns as are applicable.

NOTE: Columns (ii) through (v) should total column (i).

	Ethnic Group					Education			Experience	
	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
	Total Number	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number with Bachelor's degree only	Number with Master's but not Doctor's degree	Number with Doctor's degree	Number with under five years experience as an educator	Number with more than fifteen years experience as an educator
A. Full-time professional nonteaching staff:										
(1) Principal										
(2) Vice (assistant) principals										
(3) Counselors										
(4) Librarians										
(5) Other full-time professional nonteaching staff										
B. Full-time professional instructional staff (teachers)										
C. Secretaries, stenographers, bookkeepers and other clerical staff										
D. Custodians, gardeners, and other maintenance staff										
E. Full-time teacher aids (in classrooms)										

9. How many people are employed part-time in the following capacities in this school?

	(i) Number of people	(ii) Full-time equivalence
A. Professional nonteaching staff		
B. Professional instructional staff (teachers)		

Question 9 instructions: Full-time equivalence is the amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with "1" representing one full-time position. (Round F.T.E. answers to the nearest whole number.)

10. What is the principal's annual salary? *(Round answer to the nearest hundred dollars.)* **$**____________________.

11. For how many years has the present principal been principal of this school?____________________

12. Indicate for approximately how many months the principal is regularly at work in the school plant. *(Check the alternative which is most accurate.)*

A. ☐ Eleven months or more, full-time
B. ☐ Ten months, full-time
C. ☐ Nine months, full-time
D. ☐ Eight months or fewer, full-time
E. ☐ Part-time *(Explain.)*____

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

13. What number of the full-time professional instructional staff (teachers) in this school earn the following salaries? *Do not include extra pay assignments.)*

A. Less than $4,000 for school year_______________
B. $4,000 to $5,999 for school year_______________
C. $6,000 to $7,999 for school year_______________
D. $8,000 to $9,999 for school year_______________
E. $10,000 to $11,999 for school year_______________
F. $12,000 or above for school year_______________

Question 13 instructions: The total of lines A through F should equal the number of full-time teachers in this school. (See question 8, line B, column (i).

14. *Give the number of pupils in membership in the following classes and grades as of March 31, 1969 by ethnic group. If data are unavailable for this date, refer to General Instructions, item B, page 2. Do not include kindergarten, prekindergarten or Head Start as the lowest grade. Start with grade 1.* **Reporting date if not March 31, 1969**_______________	(i) Total Number	(ii) Number Spanish Surnamed American	(iii) Number Negro	(iv) Number Anglo	(v) Number Other
A. Lowest grade in this school *(specify.)*					
B. Highest grade in this school *(specify.)*					
C. Classes for the mentally retarded					

15. *If this school housed grade 12, in the 1967-1968 school year, answer A, B, C, and D of this question. Otherwise, proceed to question 16.*	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other
A. How many pupils were graduated from this school from July 1, 1967 to June 30, 1968?				
B. Of "A" above, how many entered a two or four year college by March 31, 1969?				
C. Of "A" above, how many entered some post high school educational program other than a two or four year college by March 31, 1969? *(For example, beauty school, vocational school, or business school. Do not include military service.)*				
D. Of "A" above, how many entered military service prior to March 31, 1969?				

LEGEND: ***Unknown–UNK.; Estimate–EST.; Not Applicable–NA.; Not Available–?; None–0***

16. *For facilities listed below, give the information requested in columns (i) through (v). Do not include any given facility on more than one horizontal line. Count facilities only by their most frequent designation. (e.g., a room which is used predominantly as a science laboratory should not be counted as a classroom.)*

		(i)	(ii)	(iii)	(iv)	(v)
		Total Number	Total pupil capacity (legal capacity)*	Number in need of replacement	Number adequately equipped for your program	Year the greatest number were built or acquired
A.	**Cafetoriums (multi-purpose rooms designed for use as a combination cafeteria, auditorium and/or gymnasium)**					
B.	**Cafeterias**					
C.	**Auditoriums**					
D.	**Gymnasiums**					
E.	**Central libraries**					
F.	**Nurses offices (infirmaries)****					
G.	**Electronic language laboratories**					
H.	**Science laboratories**					
I.	**Shop rooms**					
J.	**Domestic science rooms**					
K.	**Portable classrooms** *(Do not include any rooms counted in A through J.)*					
L.	**Regular classrooms** *(Do not include any rooms counted in A through K.)*					
M.	**Swimming pools**					
N.	**Books in library** *(Round answer to nearest hundred. Do not count periodicals.)*					

(ii) If legal capacity is not known, report the number of pupils who can be seated or can comfortably use facility.

***** Pupil capacity means number of beds.***

17. *Answer "Yes" or "No" to line A for each column. If you answer "Yes" to "A" for any column, please complete the questions in the rest of that column.*

		(i)	(ii)	(iii)	(iv)	(v)
		English as second language for the Spanish-speaking (instruction in English for those who know little or no English)	Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language)	Mexican American, Spanish American or Hispanic history or culture	Mexican and/or Spanish history and culture	Remedial reading
A.	**Does this school offer this subject or course?**					
B.	**For how many years has this subject or course been taught at this school?**					
C.	**How many pupils are taking this subject or are enrolled in this course this year?** *(Include pupils of all ethnic backgrounds.)*					
D.	**How many Spanish Surnamed pupils are taking this subject or are enrolled in this course this year?**					
E.	**How many clock hours a week does this subject or course meet, per pupil, in the following grades: Kindergarten and/or Prekindergarten?**					
	1st grade?					
	2nd grade?					
	3rd grade?					
	4th grade?					
	5th grade?					

LEGEND: *Unknown–UNK.; Estimate–EST.; Not Applicable–NA.; Not Available–?; None–0*

17. (continued)	(i)	(ii)	(iii)	(iv)	(v)
	English as a second language for the Spanish-speaking (instruction in English for those who know little or no English)	Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language)	Mexican American, Spanish American or Hispanic history or culture	Mexican and/or Spanish history and culture	Remedial reading
6th grade?					
7th grade?					
8th grade?					
9th grade?					
10th grade?					
11th grade?					
12th grade?					
F. How many of the teachers who teach this subject or or course have had two or more courses (6 semester hours or more) in applicable subject matter?					
G. How many teachers teach this subject or course?					

18. *(Elementary schools only)* **As of March 31, 1969 by ethnic group, how many pupils were:**	(i)	(ii)	(iii)	(iv)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other
A. Repeating the first grade this year?				
B. In the first grade, but two years or more overage for the first grade?				

19. Does this school discourage Mexican American pupils from speaking Spanish:

A. On the school grounds? **Yes** ☐*1* **No** ☐*2*
B. In the classroom (except Spanish class or Spanish Club)? **Yes** ☐*1* **No** ☐*2*

20. If you checked "Yes" to A or B above (question 19) in what way does this school discourage the speaking of Spanish? *(Check all which apply.)*

A. ☐ Requiring staff to correct those who speak Spanish
B. ☐ Suggesting that staff correct those who speak Spanish
C. ☐ Encouraging other pupils to correct those who speak Spanish
D. ☐ Providing pupil monitors to correct those who speak Spanish
E. ☐ Disciplining persistent speakers of Spanish
F. ☐ Utilizing other methods *(Specify.)* ______

21. Is there currently a written policy for this school regarding the use of Spanish?
Yes ☐*1* **No** ☐*2* *If yes, please attach a copy of that policy and give us the date it became effective.* ______

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LEGEND: ***Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0**

22. **If you checked "No" to A or B in question 19, does this school encourage the speaking of Spanish (outside Spanish class or Spanish club)? Yes** ☐*1* **No** ☐*2*

23. **Does this school provide for:** *(Check all which apply.)*

A. ☐ School wide celebration of 16 de Septiembre?
B. ☐ Classroom celebration of 16 de Septiembre?
C. ☐ A unit or more on Mexican cooking in home economics classes?
D. ☐ Special units on Mexican American, Spanish American or Hispanic history in social studies programs?
E. ☐ Special assemblies dealing with Mexican or Spanish culture?
F. ☐ Other activities relative to Mexican Americans? *(Specify.)*____________________

____
____
____

24. **The following is a list of possible reasons for suspension:**

A. Violation of dress code or grooming code
B. Use of foul language
C. Disrespect for teachers
D. Destruction of school property
E. Truancy
F. Speaking Spanish
G. Smoking
H. Drug use
I. Tardiness
J. Consumption of alcohol
K. Fighting
L. Other *(Specify.)*____________________

____
____

For each ethnic group, list the letters of the five most common reasons for suspension in order of their importance.

Spanish Surnamed American	**Negro**	**Anglo**	**Other**
1.________	1.________	1.________	1.________
2.________	2.________	2.________	2.________
3.________	3.________	3.________	3.________
4.________	4.________	4.________	4.________
5.________	5.________	5.________	5.________

25. *(Elementary schools only)* **In this school, what number of Spanish Surnamed first graders speak English as well as the average Anglo first grader?**____________________

26. *(Secondary schools only)* **List the number of pupils in the following offices and activities by ethnic group as of March 31, 1969, unless otherwise specified.**	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other
A. President of student body (highest elected or appointed student office)				
B. Vice-president of student body (second highest elected or appointed student office)				
C. Presidents of freshman, sophomore, junior, and senior classes				
D. Editorial staff of school paper				
E. Homecoming queen (or football queen), 1968.				
F. Homecoming queen's (or football queen's) court, 1968				
G. Cheer leaders (or song leaders)				

27. **At which of the following times does this school normally hold PTA meetings?** *(Check one only.)*

A. ☐ Morning B. ☐ Afternoon C. ☐ Evening

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

28. How often does the PTA meet? *(Check the one which most accurately applies.)*

A. ☐ Weekly B. ☐ Monthly C. ☐ Quarterly D. ☐ Annually

29. How many Spanish Surnamed adults attended the last regular PTA meeting (not a special program)? ____________

30. How many adults (include all ethnic groups) attended the last regular PTA meeting (not a special program)? ____________

31. In what language are notices to parents written? *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)* ____________

32. In what language are PTA meetings of this school conducted? *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)* ____________

33. Which one of the following best describes the practice for assigning pupils to this school? *(Check one only.)*

A. ☐ Pupils residing in this attendance area attend this school with no or few transfers allowed.
B. ☐ Pupils residing in this attendance area generally attend this school but transfers are frequently allowed.
C. ☐ Pupils are assigned to this school on the basis of intelligence, achievement, or their program of study.
D. ☐ Any pupil residing in this school district may attend this school.
E. ☐ Some other practice is followed. *(Describe briefly.)* ____________

34. What percent of the Spanish Surnamed pupils in this school come from families with a total annual income of: *(Estimate.)*

A. Below $3,000? ________ % B. Over $10,000? ________ %

35. What percent of the Anglo pupils in this school come from families with a total annual income of: *(Estimate.)*

A. Below $3,000? ________ % B. Over $10,000? ________ %

36. What percent of the Negro pupils in this school come from families with a total annual income of: *(Estimate.)*

A. Below $3,000? ________ % B. Over $10,000? ________ %

37. What percent of the Other pupils in this school come from families with a total annual income of: *(Estimate.)*

A. Below $3,000? ________ % B. Over $10,000? ________ %

38. What percent of the Spanish Surnamed pupils in this school come from families in which the highest educational attainment level of the head of the household is: *(Estimate.)*

A. 0 to 5 years? ________ %
B. 6 to 8 years? ________ %
C. Some high school? ________ %
D. High school graduate? ________ %
E. Some college? ________ %
F. College graduate? ________ %
G. Total 100 %

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

39. What percent of the Anglo pupils in this school come from families in which the highest educational attainment level of the head of the household is: *(Estimate.)*

A. 0 to 5 years?________________%
B. 6 to 8 years?________________%
C. Some high school?____________%
D. High school graduate?________%
E. Some college?______________%
F. College graduate?___________%
G. Total ___100___ %

40. What percent of the Negro pupils in this school come from families in which the highest educational attainment level of the head of the household is: *(Estimate.)*

A. 0 to 5 years?________________%
B. 6 to 8 years?________________%
C. Some high school?____________%
D. High school graduate?________%
E. Some college?______________%
F. College graduate?___________%
G. Total ___100___ %

41. What percent of the Other pupils in this school come from families in which the highest educational attainment level of the head of the household is: *(Estimate.)*

A. 0 to 5 years?________________%
B. 6 to 8 years?________________%
C. Some high school?____________%
D. High school graduate?________%
E. Some college?______________%
F. College graduate?___________%
G. Total ___100___ %

42. Does this school practice grouping or tracking? **Yes** ☐*1* **No** ☐*2*

43. If you answered "Yes" to question 42, for how many years has this school practiced grouping or tracking?____________

44. If you answered "Yes" to question 42, at what grade level does this school start grouping or tracking?____________

45. *Rate each of the following criteria for grouping, tracking, or promotion according to its importance in this school.*	(i) Very Important	(ii) Important	(iii) Of little importance	(iv) Of no importance
A. Scores on standardized achievement tests				
B. IQ test results				
C. Reading grade levels				
D. Student scholastic performances (grades)				
E. Emotional and physical maturity				
F. Student interests and study habits				
G. Parental preferences				
H. Student preferences				
I. Teacher referrals				
J. Other *(Specify.)*____________				

Questions 46 thru 48 instructions: **Complete the following questions for grades 4, 8 and/or 12.** *If none of these grades are housed, complete these questions for your highest grade and in the space available indicate the grade for which data are supplied.*

LEDGEND:

46. *As of March 31, 1969, by ethnic group, how many pupils in this grade were:*	**Grade 4 or specify**				**Grade 8**				**Grade 12**			
	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other
A. Reading more than three years below grade level?												
B. Reading more than two but not more than three years below grade level?												
C. Reading more than six months but not more than two years below grade level?												
D. Reading not more than six months below but not more than six months above grade level?												
E. Reading more than six months but not more than two years above grade level?												
F. Reading more than two years above grade level?												
G. Total number of pupils in this grade, *(the sum of lines A through F should equal the total number of pupils in this grade by ethnic group.)*												
H. Two years or more overage for this grade?												
I. Classified as having an IQ below 70?												
J. *(Secondary schools only)* Repeating one or more subjects this year?												
K. *(Elementary schools only)* Repeating the grade this year?												
L. Transferred to juvenile authorities this school year (prior to March 31, 1969) for causes related to the pupil's behavior?												
M. Suspended two or more times this school year (prior to March 31, 1969)?												
N. *(Secondary schools only)* Enrolled primarily in classes designed to prepare them for higher education?												

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

46. (continued) *As of March 31, 1969, by ethnic group, how many pupils in this grade were:*	Grade 4 or specify				Grade 8				Grade 12			
	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other
O. *(Secondary schools only)* **Enrolled primarily in classes designed to prepare them for immediate employment or for entrance into technical, vocational, or occupational schools?**												
P. *(Secondary schools only)* **Enrolled primarily in classes not designed for preparation of the activities mentioned in N or O above?**												
Q. *(Secondary schools only)* **Total of lines N, O, and P; the sum of lines N, O, and P should equal the total pupil membership in this grade by ethnic group.**												
R. In average daily attendance during March 1969? *(See question 3 for definition of ADA.)*												
S. Enrolled in highest ability level of English class?												
T. Enrolled in lowest ability level of English class (excluding mentally retarded classes)?												

LEGEND: *Unknown*—**UNK.**; *Estimated*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0.**

	Grade 4 or specify	Grade 8	Grade 12
47. Does this school group or track students according to ability or achievement in this grade?	A. ☐ Yes, for all students B. ☐ Yes, for highest achieving students only C. ☐ Yes, for lowest achieving students only D. ☐ Yes, for highest and lowest achieving students only E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ______ F. ☐ No	A. ☐ Yes, for all students B. ☐ Yes, for highest achieving students only C. ☐ Yes, for lowest achieving students only D. ☐ Yes, for highest and lowest achieving students only E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ______ F. ☐ No	A. ☐ Yes, for all students B. ☐ Yes, for highest achieving students only C. ☐ Yes, for lowest achieving students only D. ☐ Yes, for highest and lowest achieving students only E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ______ F. ☐ No
48. If you checked A, B, C, D or E above (question 47) on any grade, check which of the following best describes the system of grouping in that grade.	A. ☐ Pupils are placed in a particular group and attend all classes within this group. B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject.	A. ☐ Pupils are placed in a particular group and attend all classes within this group. B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject.	A. ☐ Pupils are placed in a particular group and attend all classes within this group. B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject.

49. *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

Appendix D

School Districts in California Cited in December 1969 as Having One or More Imbalanced Schools

SCHOOLS DISTRICTS REMOVED FROM IMBALANCED LIST

Arcadia Unified (Los Angeles County)
Atwater Elementary (Merced County)
Corcoran Unified (Kings County)
Coronado City Unified (San Diego County)
Downey Unified (Los Angeles County)
Elk Grove Unified (Sacramento County)
Elsinore Union Elementary (Riverside County)
Eureka City Elementary and High (Humboldt County)
Fairfax Elementary (Kern County)
Fountain Valley Elementary (Orange County)
Hemet Unied (Riverside County)
Hollister Elementary (San Benito County)
Laton Unified (Fresno County)
Live Oak Unified (Sutter County)
Los Alamitos Elementary (Orange County)
Modoc-Tulelake Jt. Unified (Modoc County)
Napa Valley Unified (Napa County)
Palo Verde Unified (Riverside County)
Paramount Unified (Los Angeles County)
Perris Elementary (Riverside County)
Redondo Beach City Elementary (Los Angeles County)
San Leandro Unified (Alameda County)
San Lorenzo Unified (Alameda County)
Southern Kern Unified (Kern County)
Union Elementary (Santa Clara County)

SCHOOL DISTRICTS DECLINING TO STATE INTENTION TO STUDY AND CONSIDER PLANS REGARDING IMBALANCE

	Number of Imbalanced Schools
Atascadero Unified (San Luis Obispo)	1
Inglewood Unified* (Los Angeles)	6
Jefferson Elem. (San Mateo)	8
Needless Unified (San Bernardino)	3
North Monterey County Union Elem. (Monterey)	6
Oasis Jt. Elem. (Riverside)	2
Salinas City Elem. (Monterey)	6
Santa Maria Jt. Un. High (Santa Barbara)	1

SCHOOL DISTRICTS STATING INTENTION TO STUDY AND CONSIDER PLANS REGARDING IMBALANCE

	Number of Imbalanced Schools
ALAMEDA COUNTY	
Fremont Unified	3
Hayward Unified	12
Newark Unified	2
New Haven Unified	3
Oakland City Unified	72
Pleasanton Jt. Elem.	1
ALPINE COUNTY	
Alpine County Unified	2
BUTTE COUNTY	
Chico Unified	2
Oroville City Elem.	1
COLUSA COUNTY	
Pierce Jt. Unified	2
CONTRA COSTA COUNTY	
Mount Diablo Unified	3
Pittsburg Unified	7
Richmond Unified	43
FRESNO COUNTY	
Clovis Unified	4
Coalinga Jt. Unified	3
Fresno City Unified	49
Kings Canyon Unified	5
Madison Elementary	1
Sanger Unified	9
Selma Unified	8
HUMBOLDT COUNTY	
Klamath-Trinity Unif.	5
Southern Humboldt Unif.	3

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* On July 22, 1970, the Honorable Max F. Deutz in the Superior Court of Los Angeles County, Calif., ordered the Board of Education of the Inglewood Unified School District to integrate because of racial imbalance in the school district. The title of the case is *Janel Johnson vs. Inglewood Unified School District*, Los Angeles Superior Court, Case No. 973669.

APPENDIX D (cont'd.)

	Number of Imbalanced Schools
IMPERIAL COUNTY	
Brawley Elementary	4
El Centro Elementary	5
Holtville Unified	1
KERN COUNTY	
Bakersfield City Elem.	29
Delano Union Elem.	5
El Tejon Union Elem.	1
Kern Jt. Union High	9
Lamont Elem.	1
McFarland Union Elem.	1
Mojave Unified	1
KINGS COUNTY	
Central Union Elem.	1
Hanford Elementary	4
Reef-Sunset Union Elem.	2
LOS ANGELES COUNTY	
Alhambra City Elem. & High	4
Azusa Unified	6
Baldwin Park Unified	2
Bassett Elementary	1
Bonita Unified	1
Compton City Elem.	15
Compton Union High	7
Covina-Valley Unif.	1
Culver City Unif.	1
Duarte Unified	5
East Whittier City El.	1
El Monte Elem.	7
El Rancho Unified	8
Garvey Elementary	2
Glendale Unified	3
Hudson Elementary	14
La Canada Unified	1
La Puente Union High	2
Little Lake City Elem.	1
Long Beach Unified	17
Los Angeles Unified	550
Los Nietos Elem.	2
Lynwood Unified	1
Monrovia Unified	4
Montbello Unified	16
Mountain View Elem.	5
Norwalk-La Mirada City Unified	9
Pasadena Unified	29
Pomona Unified	17
Rowland Elementary	8
Santa Monica Unified	9
South Pasadena Unif.	1
Torrance Unified	2
Whittier City Elem.	5
Whittier Union High	1

	Number of Imbalanced Schools
MADERA COUNTY	
Madera Unified	9
MARIN COUNTY	
Novato Unified	1
MERCED COUNTY	
Dos Palos Jt. Union Elem.	1
Los Banos Unified	1
Merced City Elem.	11
Newman-Gustine Unif.	6
MONTEREY COUNTY	
Monterey Peninsula Unif.	12
ORANGE COUNTY	
Anaheim City Elem.	3
Fullerton Elem	1
Garden Grove Unified	6
La Habra City Elem.	2
Magnolia Elem.	1
Orange Unified	4
Placentia Unified	3
Santa Ana Unified	19
Savanna Elem.	1
Westminster Elem.	1
PLACER COUNTY	
Roseville City Elem.	3
Western Placer Unif.	1
RIVERSIDE COUNTY	
Alvord Unified	1
Banning Unified	2
Desert Sands Unified	8
Jurupa Unified	2
Palm Springs Unified	2
Riverside Unified	4
SACRAMENTO COUNTY	
Del Paso Heights Elem.	2
Folsom-Cordova Jt. Unified	1
Grant Jt. Union High	5
North Sacramento Elem.	4
River Delta Jt. Unif.	4
Robla Elementary	1
Sacramento City Unif.	33
SAN BERNARDINO COUNTY	
Barstow Unified	9
Chaffey Union High	1
Chino Unified	4
Colton Jt. Unified	14
Fontana Unified	3
Ontario-Montclair Elem.	6
Redlands Unified	8
Rialto Unified	2
San Bernardino City U.	42
Upland Elementary	1
Victor Elementary	3

APPENDIX D (cont'd.)

	Number of Imbalanced Schools
SAN DIEGO COUNTY	
Carlsbad City Elem.	2
Chula Vista City Elem.	4
Escondido City Elem.	1
National Elem.	1
Oceanside Union Elem.	2
Pauma Elementary	1
Rich-Mar Union Elem.	1
San Diego City Unif.	91
Sweetwater Union High	6
SAN FRANCISCO COUNTY	
San Francisco City U.	114
SAN JOAQUIN COUNTY	
Escalon Unified	1
Lodi Unified	7
Manteca Unified	1
Stockton City Unif.	37
Tracy Elementary	4
SAN LUIS OBISPO COUNTY	
Lucia Mar Unified	3
Paso Robles Union Elem.	1
San Luis Coastal Unif.	2
SAN MATEO COUNTY	
Bayshore Elem.	1
Jefferson Union High	1
La Honda-Pescadero Unif.	1
Ravenswood City Elem.	5
Redwood City Elem.	5
San Mateo Union High	1
Sequoia Union High	1
SANTA BARBARA COUNTY	
Carpinteria Unif.	1
Goleta Union Elem.	1
Santa Barbara City Elem. and High	9
Santa Maria Elem.	6
SANTA CLARA COUNTY	
Alum Rock Union Elem.	10
Berryessa Union Elem.	1
East Side Union High	2
Evergreen Elem.	3
Franklin-McKinley Elem.	2
Fremont Union High	1
Gilroy Unif.	5
Milpitas Elem.	2
Morgan Hill Unif.	3
Mountain View Elem.	1
Mountain View-Los Altos Union High	1
Oak Grove Elem.	2
Palo Alto City Unif.	1
San Jose Unif.	41
Santa Clara Unif.	2
Sunnyvale Elem.	2
Whisman Elem.	1
SANTA CRUZ COUNTY	
Pajaro Valley Unif.	11
Santa Cruz City Elem. and High	1
SHASTA COUNTY	
Fall River Jt. Unif.	1
SISKIYOU COUNTY	
Weed Union Elem.	1
SOLANO COUNTY	
Fairfield-Suisun Jt. Unif.	4
Vallejo City Unif.	10
SONOMA COUNTY	
Santa Rosa City Elem. and High	1
STANISLAUS COUNTY	
Modesto City Elem. & High	4
Patterson Jt. Unif.	4
Riverbank Elem.	1
TULARE COUNTY	
Cutler-Orosi Unif.	4
Dinuba Union Elem.	2
Lindsay Unif.	1
Porterville City Elem.	3
Porterville Union High	1
Tulare City Elem.	3
Visalia Unif.	11
VENTURA COUNTY	
Fillmore Unif.	1
Hueneme Elem.	4
Oxnard Elem.	10
Oxnard Union High	5
Pleasant Valley Elem.	1
Rio Elem.	2
Santa Paula Elem.	5
Valley Oaks Union Elem.	1
Ventura Unif.	3
YOLO COUNTY	
Davis Jt. Unif.	1
Washington Unif.	1
Woodland Jt. Unif.	2
YUBA COUNTY	
Marysville Jt. Unif.	1

APPENDIX TABLE I.
ETHNIC COMPOSITION OF ENROLLMENT BY SCHOOL LEVEL

Ethnic Group by School Level	ARIZONA		CALIFORNIA		COLORADO		NEW MEXICO		TEXAS		SOUTHWEST	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ELEMENTARY												
Anglo	164,398	70.1	1,884,277	72.5	236,668	80.6	73,541	49.5	850,928	61.0	3,209,813	68.8
Mexican American	47,723	20.3	404,750	15.6	43,028	14.7	58,975	39.7	312,299	22.4	866,774	18.5
Black	11,529	4.9	237,436	9.1	11,026	3.8	3,393	2.3	226,881	16.3	490,264	10.5
Others	10,903	4.6	71,245	2.7	2,739	0.9	12,547	8.5	4,375	0.3	101,809	2.1
Total	**234,553**	**100.0**	**2,597,708**	**100.0**	**293,461**	**100.0**	**148,456**	**100.0**	**1,394,483**	**100.0**	**4,668,660**	**100.0**
INTERMEDIATE												
Anglo	24,732	72.9	562,043	73.2	88,607	83.0	32,994	58.2	335,015	68.0	1,043,391	71.6
Mexican American	6,548	19.3	104,264	13.6	13,734	12.9	19,784	34.9	88,775	18.0	233,106	16.0
Black	962	2.8	80,222	10.5	3,718	3.5	1,234	2.2	68,125	13.8	154,261	10.5
Other	1,665	4.9	20,934	2.7	739	0.6	2,643	4.7	1,080	0.2	27,060	1.9
Total	**33,907**	**100.0**	**767,463**	**100.0**	**106,798**	**100.0**	**56,655**	**100.0**	**492,995**	**100.0**	**1,457,818**	**100.0**
SECONDARY												
Anglo	73,395	74.9	877,158	78.9	100,474	84.5	35,556	53.9	431,897	69.3	1,518,480	75.3
Mexican American	17,477	17.8	137,268	12.3	14,587	12.3	24,235	36.8	104,140	16.7	297,707	14.8
Black	3,292	3.4	70,321	6.3	3,053	2.6	1,032	1.6	84,807	13.6	162,505	8.1
Other	3,835	3.9	27,464	2.5	720	0.6	5,105	7.7	2,038	0.3	[illegible],162	1.9
Total	**97,999**	**100.0**	**1,112,211**	**100.0**	**118,834**	**100.0**	**65,928**	**100.0**	**622,882**	**100.0**	**2,017,854**	**100.0**
ALL SCHOOL LEVELS												
Anglo	262,526	71.6	3,323,478	74.2	425,749	82.0	142,092	52.4	1,617,840	64.4	5,771,684	70.9
Mexican American	71,748	19.6	646,282	14.4	71,348	13.7	102,994	38.0	505,214	20.1	1,397,586	17.2
Black	15,783	4.3	387,978	8.7	17,797	3.4	5,658	2.1	379,813	15.1	807,030	9.9
Other	16,402	4.5	119,642	2.7	4,198	0.8	20,295	7.5	7,492	0.3	168,030	2.0
Total	**366,459**	**100.0**	**4,477,380**	**100.0**	**519,092**	**001.0**	**271,039**	**100.0**	**2,510,359**	**100.0**	**8,144,330**	**100.0**

Source: Fall 1968 HEW Title VI Survey.

Note to Appendix Tables IIa to IIf

The data in Appendix Tables IIa to IIf are arranged in a cross-tabulation according to the percent of the enrollment that is Mexican American in the districts and schools. The vertical axis indicates, in 5 percent intervals, the percent which Mexican American pupils constitute of district enrollment. Utilizing the same 5 percent intervals, the horizontal axis indicates that percent of school enrollment which is Mexican American. Any given entry in the appendix tables represents the number of Mexican American students who are in a school and a district of the indicated ethnic composition. The block of entries which are within the heavy outline running on the diagonal represent those pupils in balanced schools. The block of entries which are to the right and above the heavy outline represent pupils in schools that have a disproportionately high Mexican American enrollment. The block of entries which are to the left and below the diagonal outline represent pupils in schools that have a disproportionately low Mexican American enrollment.

Because the data are ordered in 5 percent intervals, the Mexican American composition of schools can actually differ as much as 20 percent and as little as 10 percent above or below that of the district. For example, in districts 20-24 percent Mexican American, schools 35-39 percent Mexican American are considered balanced. Schools 35 percent Mexican American in a district 24 percent Mexican American as well as schools 39 percent Mexican American in a district 20 percent Mexican American could be included in the tabulation. It is believed that the number of Mexican American pupils in schools given a 10 percent tolerance approximate the number of pupils in schools given a 20 percent tolerance, that is, they balance out. Thus, the data provided here should be a reasonable estimate of the number of Mexican American pupils in ethnically balanced and imbalanced schools.

APPENDIX TABLE II A. **Mexican American Pupils in Balanced and Imbalanced Schools: Arizona**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment	0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	65–69	70–74	75–79	80–84	85–89	90–94	95–100
0–4	1094	555	134																	
5–9	490	1300	338	304	399															
10–14	470	1585	1178	140	1869	308		139		1774	182									
15–19	121	204	298	574	461		373	135	390	332		137								665
20–24			276	267	2048	298		295							216					
25–29	584	1339	788	415	954	4133	2035	1926	1046	651	2545	2261	591	349		1868	1598	1071	490	828
30–34						252	2984	505												
35–39					145		316		267					420						
40–44	36	81	228	198	126	241	615	1645	1003	261	690		679	304	335	852	673	958	327	
45–49										664										
50–54									155	579	1612	655	233							
55–59																				
60–64																				
65–69					68						189	888	1525	1774	1122	192			83	658
70–74															1832	360	200			
75–79																				
80–84																				
85–89																				
90–94																				
95–100																				

Source: Fall 1968 HEW Title VI Survey

APPENDIX TABLE II B. **Mexican American Pupils in Balanced and Imbalanced Schools: California**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment	0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	65–69	70–74	75–79	80–84	85–89	90–94	95–100
0–4	16498	7247	1342	278	163		49	19												
5–9	13300	27289	15101	7378	4289	1154	1575	477	928					19		235				
10–14	5708	16322	24848	15874	9184	5860	6960	6708	1577	827	1678	285	136		1010		354	39		
15–19	7822	11182	13878	19150	15901	8869	10109	6831	9371	7241	6423	4905	2951	4082	6876	8527	5730	10385	10797	16380
20–24	505	3496	5404	10149	16158	7411	6914	6033	5946	1951	2144	1592	573	494	1659			275		
25–29	303	1257	1687	3119	4924	7427	4744	3871	1557	2415	1995	1596	2904	3290	1523	709		934	146	
30–34		88	626	1516	2217	2721	6140	2307	1487	1822	2726	571	451	632	546	396		275		
35–39	19	67	386	83	821	1483	2334	8146	4269	763	994	1541	452	130				309		495
40–44	3	49	159	356	601	1112	2337	3255	4345	4972	2668	1749	2884	353	223		883	519		
45–49			362	742	300	558	283	750	1382	5108	4062	1141	541	364		668	1582	2086	641	494
50–54			26	85			540	565	845	3221	7548	733	375	696	1080	897	1001	1034	15	
55–59				89			338	313		985	4037	3262	534	1685		1854	1472		964	
60–64								282		207	239		1508	676		518		485		
65–69														2479						
70–74														554	1770		380			
75–79																4821	1479			
80–84																	1026	696		
85–89																	901	1575	719	232
90–94																				
95–100																				

Source: Fall 1968 HEW Title VI Survey

APPENDIX TABLE II C. **Mexican American Pupils in Balanced and Imbalanced Schools: Colorado**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment		0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	65–69	70–74	75–79	80–84	85–89	90–94	95–100
0–4		2286	485	177	25	165	124														
5–9		1521	3170	1697	1259	651	304	372		72		401		294	286						
10–14		130	706	1747	616	460	187	233	187	205											
15–19		707	1047	2309	1968	1194	1387	1941	1348	347	725	2325	2131	1217	243	825	1598	803			
20–24			24	101	915	1425	797	526			133										
25–29				49	217	190	327	823		245	91										
30–34		7	63	48		254	800	2188	581		260	263		145	17	154	237	168			
35–39		9	197	291	598	279	245	1219	1373	1205	739		797	642	1181	924	454	369	96	322	123
40–44			53				11	268				8		32	579			232			175
45–49								175	275	113	56	369					451				
50–54											550	292									
55–59											615	376	1304	936			684				75
60–64																					
65–69																					
70–74																					
75–79																					
80–84																					
85–89																					
90–94																				1736	
95–100																					

Source: Fall 1968 HEW Title VI Survey

APPENDIX TABLE II D. **Mexican American Pupils in Balanced and Imbalanced Schools: New Mexico**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment		0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	65–69	70–74	75–79	80–84	85–89	90–94	95–100
0–4		34																			
5–9		110	650	345	391	14			105			130									
10–14		50	231	285	369	489	218	114	185		298					160					
15–19		163	166	575	1163	874	549	259	114		157	103	289		520						
20–24			73	85		238										291					
25–29			71	100	635	890	370	813		378		118			269	437					
30–34		16	55	29	111		704	242	143	298	132	122					203	429			
35–39		147	992	1056	2095	1055	1362	810	1675	1071	2468	2916	3954	2179	1724	2909	1769	1287	1614	371	896
40–44		5						165		521	333		133	408	8	779			76		
45–49		16	43	71	178	335		455	653	4094	673	113	2440	729		490	951		419		1302
50–54																					
55–59												706	604	894							
60–64							39		140		810	909	2118	3522	2624	632	682	646	176	61	120
65–69																		294		330	242
70–74												125		352	1670	1520		724	220	60	126
75–79																732	696				
80–84															260	881	3263	659	890	436	1795
85–89																	320	1136	2295	1006	1016
90–94																				1270	278
95–100																				808	804

Source: Fall 1968 HEW Title VI Survey

APPENDIX TABLE II E. **Mexican American Pupils in Balanced and Imbalanced Schools: Texas.**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
0-4	8326	2473	573	178																
5-9	5171	7952	5335	3426	1733	2320	863	1450	852	658	1421	811	1125	882	1070	943			489	189
10-14	2704	5347	5914	5439	2404	2488	1503	2072	3507	1533	1089	1936	2243	2346	2816	1020	1316	5098	383	1759
15-19	822	1521	2716	2890	2392	2598	2014	941	575	652	628	1181	1458	774	2022	2061	50		1242	1756
20-24	110	410	1057	2084	2995	2762	1624	430	284	534	324			130			374	278		660
25-29			604	1082	987	1781	2987	1395	667		325	270	284							124
30-34	19		403	231	913	1023	1957	676	620	815	531	252	498	342	516					
35-39		59		370	714	2580	303	2054	1570	1886	1104	286	1491	470				246		
40-44		64	64	21	144		1326	1380	1896	603	1456	60	183				580		640	473
45-49	195	500	364	565	520	1188	431	1096	1841	1361	2095	1496	974	2151			1327	5269	4060	3814
50-54	3	519	1110	614	441	1462	825	2061	1674	2790	859	4791	1850	1122	170	2240	925	2720	9543	12260
55-59	106	403	804	1647	208	942	1825	1311	1295	1414	4410	4243	6417	1621	6289	5818	3732	6615	7593	20666
60-64				90	191	261	728	1030	265	479	535	1813	1129	1392	3865				708	5329
65-69							158		461			1304	2358	553	822	304			1698	1539
70-74			45		126	61	145			308	372	990	998	2762	2439	1074	490	105	1337	4991
75-79										348			344	2180	2263	3618	2331	764	390	3417
80-84								211	126	61	500	688	223	1102	3996	8829	7583	1962	3199	11816
85-89					174		139	185		203	390	83	129		226	5280	6937	7454	6442	27740
90-94																		896	1392	1012
95-100																		257	1369	6536

Source: Fall 1968 HEW Title VI Survey

APPENDIX TABLE II F. **Mexican American Pupils in Balanced and Imbalanced Schools: Southwest.**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
0-4	28208	10759	2226	481	328	124	49	19												
5-9	20592	40162	22816	12757	7086	3778	2810	2032	1852	658	1952	811	1419	1187	1070	1178			489	189
10-14	9062	24191	33971	22438	14406	9061	8810	9291	5289	4432	2949	2221	2379	2346	3986	1020	1670	5137	383	1759
15-19	9635	14120	19776	25965	20823	13403	14696	9369	10683	9107	9479	8643	5626	5619	9723	12186	6583	10385	12039	18801
20-24	615	4003	6924	13414	22864	11268	9064	6758	6230	2618	2468	1592	573	624	2166		374	553		660
25-29	887	2667	3228	5468	7946	14038	11402	7191	3893	3157	4982	4127	3779	3908	1960	2577	1598	2005	636	952
30-34	42	206	1106	1858	3384	5500	13511	4212	2405	3029	3642	823	1094	991	1216	836	597	275		
35-39	175	1315	1733	3146	3015	5670	4982	13248	8382	5856	5014	6578	4764	3925	3833	2223	1656	2265	693	1514
40-44	44	247	451	575	871	1363	4711	6280	7765	6169	4822	1942	4186	1244	1337	852	2368	1553	967	648
45-49	211	543	797	1485	1155	1746	1343	2774	7430	7862	6640	5077	2244	2515	490	2070	2909	7774	4701	5610
50-54	3	519	1136	699	441	1462	1365	2626	2673	7140	10311	6179	2458	1818	1250	3137	1926	3754	9558	12260
55-59	106	403	804	1736	208	942	2163	1624	1295	3014	9529	9413	8781	3306	6289	8356	5204	6615	8557	20741
60-64				90	191	300	728	1452	265	1496	1682	3931	6159	4693	4497	1200	646	661	769	5449
65-69					68		158		461		189	2191	3883	4806	1944	496	294		2111	2439
70-74			45		126	61	145			308	497	990	1350	4986	7561	1434	1794	325	1397	5117
75-79										348			344	2180	2995	9135	3810	764	390	3417
80-84								211	126	61	500	688	223	1362	4877	12092	9268	3548	3635	13611
85-89					174		139	185		203	390	83	129		226	5600	8974	11324	8167	28988
90-94																		896	4398	1290
95-100																		257	2177	7340

Source: Fall 1968 HEW Title VI Survey

APPENDIX TABLE III.
ETHNIC ISOLATION OF SCHOOLS IN HARLANDALE. INDEPENDENT SCHOOL DISTRICT
SAN ANTONIO, TEXAS

Name of School	Grades Housed	Total Enrollment	Mexican American Enrollment		Anglo Enrollment		Negro Enrollment		Other Enrollment*	
			No.	Percent	No.	Percent	No.	Percent	No.	Percent
ELEMENTARY SCHOOLS										
Columbia Heights	1—6	1,027	993	96.7	34	3.3	0	0	0	0
Stonewall	1—6	781	746	95.5	35	4.5	0	0	0	0
Flanders	1—6	504	481	95.4	23	4.6	0	0	0	0
Collier	1—6	754	708	93.9	42	5.6	4	0.5	0	0
Gerald	1—6	671	501	74.7	169	25.2	1	0.1	0	0
Morrill	1—6	624	460	73.7	163	26.1	0	0	1	0.2
Rayburn Drive	1—6	706	494	70.0	212	30.0	0	0	0	0
Vestal	1—6	591	394	66.7	197	33.3	0	0	0	0
Carroll Bell	1—6	494	227	46.0	265	53.6	0	0	2	0.4
Kingsborough	1—5	637	265	41.6	372	58.4	0	0	0	0
Sidney A. Wright	1—6	630	251	39.8	372	59.0	7	1.1	0	0
Gillette	1—6	595	227	38.2	368	61.8	0	0	0	0
Bellaire	1—6	878	191	21.8	685	78.0	2	0.2	0	0
C. A. Scheh	1—6	466	90	19.3	376	80.7	0	0	0	0
Total Elementary		**9,358**	**6,028**	**64.4**	**3,313**	**35.4**	**14**	**0.1**	**3**	**0.0**
JUNIOR HIGH SCHOOLS										
Southcross	7—9	1,243	1,206	97.0	36	2.9	1	0.1	0	0
Harlandale	7—9	1,247	780	62.6	466	37.4	1	0.1	0	0
Terrell Wells	7—8	956	347	36.3	607	63.5	0	0	2	0.2
Kingsborough	6—8	385	130	33.8	255	66.2	0	0	0	0
Total Junior High		**3,831**	**2,463**	**64.3**	**1,364**	**35.6**	**2**	**0.1**	**2**	**0.1**
SENIOR HIGH SCHOOLS										
Harlandale	10—12	1,831	1,308	71.4	523	28.6	1	0.1	0	0
Dillard McCollum	9—12	1,822	598	32.8	1,224	67.2	0	0	0	0
Total Senior High		**3,653**	**1,906**	**52.2**	**1,747**	**47.8**	**1**	**0.1**	**0**	**0**
SPECIAL SCHOOLS										
Scheh-Stinson Annex (Mentally retarded)		98	62	63.3	36	36.7	0	0	0	0
GRAND TOTAL		**16,940**	**10,459**	**61.7**	**6,460**	**38.1**	**17**	**0.1**	**5**	**0.1**

Source: Fall 1968 HEW Title VI Survey
*Includes Orientals and American Indians

APPENDIX TABLE IV.
ETHNIC COMPOSITION OF SCHOOLS, CROCKETT COUNTY CONSOLIDATED COMMON SCHOOL DISTRICT, OZONA, TEXAS

Name of School	Grades Housed	Total Enrollment	Mexican American Enrollment		Anglo Enrollment		Other Enrollment*	
			Number	Percent	Number	Percent	Number	Percent
Elementary Schools								
South	1.6	404	404	100.0	0	0	0	0
North	1.6	279	1	0.4	268	96.1	10	3.6
Junior High Schools								
Ozona	7.8	170	81	47.6	86	50.6	3	1.8
Senior High Schools								
Ozona	9.12	248	86	34.7	158	63.7	4	1.6
Total		1,101	572	52.0	512	46.5	17	1.5

Source: Fall 1968 HEW Title VI Survey
*Includes Blacks, Orientals, and American Indians

APPENDIX TABLE V.
ETHNIC COMPOSITION OF SCHOOLS, PEARSALL INDEPENDENT SCHOOL DISTRICT, PEARSALL, TEXAS

Name of School	Grades Housed	Total Enrollment	Mexican American Enrollment		Anglo Enrollment		Other Enrollment*	
			Number	Percent	Number	Percent	Number	Percent
Elementary Schools								
Westside	1.3	487	487	100.0	0	0	0	0
Eastside	1.3	166	46	27.7	117	70.5	3	1.8
Pearsall Intermediate	4.6	545	407	74.7	136	25.0	2	0.4
Juniot High Schools								
Pearsall	7.8	309	227	73.5	80	25.9	2	0.6
Senior High Schools								
Pearsall	9.12	455	274	60.2	177	38.9	4	0.9
Total		1,962	1,441	73.4	510	26.0	11	0.6

Source: Fall 1968 HEW Title VI Survey
*Includes Blacks, Orientals, and American Indians

APPENDIX TABLE VI.

ETHNIC COMPOSITION OF SCHOOLS, TUCSON PUBLIC SCHOOL DISTRICT, TUCSON, ARIZONA

Name of School	Grades Housed	Total Enrollment	Mexican American Enrollment		Anglo Enrollment		Black Enrollment		Other Enrollment*	
			No.	Percent	No.	Percent	No.	Percent	No.	Percent
Elementary Schools										
Richey	1—6	209	206	98.6	2	1.0	0	0	1	0.5
Manzo	1—6	516	490	95.0	24	4.7	2	0.4	0	0
Menlo	1—6	336	302	89.9	25	7.4	6	1.8	3	0.9
Rose	1—6	880	769	87.4	87	9.9	5	0.6	19	2.1
Ochoa	1—6	419	344	82.1	3	0.7	10	2.4	62	14.8
Government Heights	1—6	773	626	81.0	132	17.1	4	0.5	11	1.4
Davis	1—6	296	238	80.4	5	1.7	43	14.5	10	3.4
Drachman	1—6	436	345	79.1	5	1.1	72	16.5	14	3.2
Tully	1—6	470	362	77.0	45	9.6	61	13.0	2	0.4
Carrillo	1—6	384	295	76.8	14	3.6	60	15.6	15	3.9
Mission View	1—6	480	366	76.3	42	8.8	11	2.3	61	12.7
Safford	1—8	658	500	76.0	44	6.7	82	12.5	32	4.9
Van Buskiek	1—6	515	349	67.8	149	28.9	8	1.6	9	1.8
Holladay	1—6	371	219	59.0	2	0.5	138	37.2	12	3.2
Miles	1—6	252	116	46.0	109	43.3	23	9.1	4	1.6
Robison	1—6	652	290	44.5	342	52.5	15	2.3	5	0.8
Roskruge	1—8	667	259	38.8	276	41.4	113	16.9	19	2.8
Borton	1—6	209	78	37.3	13	6.2	111	53.1	7	3.3
Roosevelt	1—6	243	86	35.4	64	26.3	80	32.9	13	5.4
Pueblo Gons	1—6	563	198	35.2	237	42.1	125	22.2	3	0.6
Keen	1—6	728	251	34.5	455	62.5	21	2.9	1	0.1
Lynn	1—6	629	179	28.5	343	54.5	100	15.9	7	1.2
White	1—6	550	130	23.6	395	71.8	1	0.2	24	4.4
Myers	1—6	862	140	16.2	674	78.2	44	5.1	4	0.5
Lineweaver	1—6	407	62	15.2	339	83.3	0	0	6	1.5
Cavett	1—6	411	61	14.8	50	12.2	295	71.8	5	1.2
University Heights	1—6	342	46	13.5	103	30.1	180	52.6	13	3.8
Roberts	1—6	670	82	12.2	558	83.3	25	3.7	5	0.7
Corbett	1—6	889	91	10.2	736	82.8	59	6.6	3	0.3
Brichta	1—6	286	29	10.1	245	85.7	4	1.4	8	2.8
Davidson	1—6	500	50	10.0	442	88.4	0	0	8	1.6
Jefferson Park	1—6	391	35	9.0	346	88.5	5	1.3	5	1.3
Rogers	1—6	661	55	8.3	597	90.3	6	0.9	3	0.5
Whitmore	1—6	498	41	8.2	453	91.0	0	0	4	0.8
Wheeler	1—6	1,058	86	8.1	952	90.0	12	1.1	8	0.8
Howell	1—6	472	35	7.4	433	91.7	0	0	4	0.8
Wright	1—6	461	30	6.5	427	92.6	0	0	4	0.9
Bonillas	1—6	674	43	6.4	616	91.4	7	1.0	8	1.1
Hughes	1—6	328	20	6.1	301	91.8	1	0.3	6	1.8
Blenman	1—6	511	31	6.1	472	92.4	1	0.2	7	1.4
Cragin	1—6	528	31	5.9	485	91.9	2	0.4	10	1.9
Erickson	1—6	552	28	5.1	484	87.7	29	5.3	11	2.0
Kellond	1—6	821	40	4.9	775	94.4	5	0.6	1	0.1
Duffy	1—6	436	21	4.8	408	93.6	0	0	7	1.6
Steele	1—6	798	33	4.1	744	93.2	13	1.6	8	1.1
Dietz	1—6	845	33	3.9	802	94.9	3	0.4	7	0.8

APPENDIX TABLE VI.

ETHNIC COMPOSITION OF SCHOOLS, TUCSON PUBLIC SCHOOL DISTRICT, TUCSON, ARIZONA (Cont'd)

Name of School	Grades Housed	Total Enrollment	Mexican American Enrollment		Anglo Enrollment		Black Enrollment		Other Enrollment*	
			No.	Percent	No.	Percent	No.	Percent	No.	Percent
Booth	1—6	485	17	3.5	461	95.1	2	0.4	5	1.0
Wrightstown	1—6	523	15	2.9	499	95.4	5	1.0	4	0.8
Schumaker	1—6	575	14	2.4	556	96.7	1	0.2	4	0.7
Smith	1—6	510	12	2.4	469	92.0	23	4.5	6	1.2
Brown	1—6	492	11	2.2	476	96.7	0	0	5	1.0
Ft. Lowell	1—6	558	11	2.0	545	97.7	0	0	2	0.4
Marshall	1—6	559	11	2.0	543	97.1	1	0.2	4	0.7
Hudlow	1—6	444	6	1.4	435	98.0	2	0.5	1	0.2
Sewell	1—6	404	3	0.7	400	99.0	0	0	1	0.2
Total		29,187	8,221	28.2	18,639	63.9	1,816	6.2	511	1.8
Junior High Schools										
Spring	7—8	484	390	80.6	23	4.8	55	11.4	16	3.3
Wakefield	7—8	964	591	61.3	299	31.0	35	3.6	39	4.0
Utterback	7—8	412	188	45.6	102	24.8	118	28.6	4	1.0
Mansfeld	7—8	505	147	29.1	335	66.3	18	3.6	5	1.0
Naylor	7—8	860	117	13.6	710	82.6	33	3.8	0	0
Carson	7—8	618	32	5.2	576	93.2	8	1.3	2	0.3
Doolen	7—8	792	41	5.2	744	93.9	1	0.1	6	0.8
Vail	7—8	785	37	4.7	739	94.1	2	0.3	7	0.9
Townsend	7—8	782	34	4.3	743	95.0	1	0.1	4	0.5
Ficket	7—8	859	37	4.3	812	94.5	7	0.8	3	0.3
Magee	7—8	742	23	3.1	711	95.8	3	0.4	5	0.6
Total		7,803	1,637	21.0	5,794	74.3	281	3.6	91	1.1
Senior High Schools										
Pueblo	9—12	2,649	1,500	56.6	818	30.9	269	10.2	62	2.4
Tucson	9—12	3,482	1,762	50.6	1,320	37.9	329	9.4	71	2.1
Rincon	9—12	2,744	199	7.3	2,503	91.2	17	0.6	25	0.9
Palo Verde	9—12	3,001	179	6.0	2,775	92.5	23	0.8	24	0.8
Catalina	9—12	2,650	123	4.6	2,514	94.9	0	0	13	0.5
Sahuaro	9—12	1,762	54	3.1	1,693	96.1	10	0.6	5	0.3
Total		16,288	3,817	23.4	11,623	71.4	648	4.0	200	1.2
Special Education Schools										
Howenstine		92	51	55.4	33	35.9	8	8.7	0	0
Gump		144	50	34.7	83	57.6	6	4.2	5	3.5
Special Education SAC		153	22	14.4	122	79.7	8	5.2	1	0.7
Total		389	123	31.6	238	61.2	22	5.7	6	1.5
GRAND TOTAL.		53,667	13,798	25.7	36,294	67.6	2,767	5.2	808	1.5

Source: Fall 1968 HEW Title VI Survey

*Other enrollment includes American Indians and Orientals

APPENDIX TABLE VII.

ETHNIC COMPOSITION OF SCHOOLS, EAGLE COUNTY SCHOOL DISTRICT RE-50J, EAGLE, COLORADO

Name of School	Grades Housed	Total Enrollment	Mexican American Enrollment		Anglo Enrollment		Other Enrollments*	
			Number	Percent	Number	Percent	Number	Percent
Elementary Schools								
Red Cliff	K–6	137	131	95.6	6	4.4	0	0
Minturn	K–6	310	212	68.4	98	31.6	0	0
Gilman	K–4	37	24	64.9	13	35.1	0	0
McCoy	K–6	32	8	25.0	24	75.0	0	0
Eagle Valley	K–6	342	26	7.6	316	92.4	0	0
Burns	1–4	6	0	0	6	100.0	0	0
Vail	K–6	63	0	0	63	100.0	0	0
Total		927	401	43.3	526	56.7	0	0
Junior-Senior High Schools								
Battle Mountain	7–12	323	222	68,7	101	31.3	0	0
Eagle Valley	7–12	279	14	5.0	262	93.9	3	1.1
Total		602	236	39.2	363	60.3	3	0.5
Special Education								
Avon		11	6	54.5	5	45.5	0	0
GRAND TOTAL		1,540	643	41.8	894	58.1	3	0.2

Source: Fall 1968 HEW Title VI Survey

*Other enrollment includes American Indians. There are no Blacks or Orientals enrolled.

APPENDIX TABLE VIII.

ETHNIC COMPOSITION OF SCHOOLS, NORTH MONTEREY COUNTY UNION SCHOOL DISTRICT, MOSS LANDING, CALIFORNIA

Name of School	Total Enrollment	Mexican American Enrollment		Anglo Enrollment		Other Enrollment*	
		Number	Percent	Number	Percent	Number	Percent
Gambetta	560	375	67.0	132	23.6	53	9.5
Castroville	315	161	51.1	123	39.0	31	9.8
Moss Landing	572	257	44.9	269	47.0	46	8.0
Elkhorn	613	104	17.0	499	81.4	10	1.6
Prunedale	712	111	15.6	591	83.0	10	1.4
Echo Valley	439	52	11.8	380	86.6	7	1.6
Total	3,211	1,060	33.0	1,994	62.1	157	5.0

Source: Fall 1968 HEW Title VI Survey

*Other enrollment includes Black, Oriental, and American Indian pupils.

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